

Resources in Education (RIE). Volume 29, Number 7.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Jul 94

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131), Collected Works - Serials (022)

DESCRIPTORS- \*Abstracts; Catalogs; Education; \*Educational Resources; \*Indexes; Resource Materials

IDENTIFIERS- \*Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 366 711

CE 064 170

Campbell, Adrian; Warner, Malcolm

New Technology, Skills and Management. Human Resources in the Market Economy.

PUB DATE- 92

NOTE- 232p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Cultural Influences; \*Economic Change; \*Employment Practices; \*Engineering; Foreign Countries; Influences; Institutional Characteristics; \*Labor Force Development; Labor Needs; \*Organizational Change; Personnel Management; \*Technological Advancement

IDENTIFIERS- \*United Kingdom

A study examined the effect of national culture and institutional tradition on the response of engineering companies and their management to product-technology and market changes in the United Kingdom in the 1980s. Data were collected from semistructured interviews of managers at 24 small, medium, and large engineering firms. The introduction of microelectronics into engineering products in the United Kingdom was found to coincide with a crisis regarding mass production markets that in turn led to increased competition and customer expectations. These developments, coupled with an increase in automation and use of computer-aided design and computer-aided engineering, resulted in greater emphasis on design rather than manufacturing capability, with design and production becoming increasingly separate activities. The human resources strategies of the companies studied generally placed too much



Schick, Frank L., Ed.; Schick, Renee, Ed.  
Statistical Handbook on Aging Americans. 1994 Edition.  
Statistical Handbook Series Number 5.

PUB DATE- 94

NOTE- 335p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Education; Adult Programs; Demography;  
\*Economic Status; Educational Attainment; \*Employment Patterns;  
Expenditures; \*Federal Programs; Geographic Distribution;  
Health; Health Care Costs; Health Insurance; Health Needs;  
Income; Individual Characteristics; Mortality Rate; \*Older  
Adults; \*Population Trends; Poverty; Program Costs; Racial  
Composition; Retirement; Retirement Benefits; \*Social  
Characteristics; Social Distribution; Tables (Data);  
Unemployment; Veterans

IDENTIFIERS- \*Census 1990; Social Security

This statistical handbook contains 378 tables and charts illustrating the changes in the United States' aging population based on data collected during the 1990 census and several other surveys. The tables and charts are organized by topic as follows: demographics (age and sex distribution, life expectancy, race and ethnicity, geographic distribution and mobility, aging around the world); social characteristics (living arrangements and marital status, households, housing, and informal supports, education, social attitudes and activities, victimization and abuse of the elderly, other social problems); health status (health assessment, diseases and disabilities, death rates and causes of death, health care access and utilization, hospitals and nursing homes, health insurance coverage); employment (labor force participation, unemployment, retirement trends and pensions); economic conditions (sources of income, income and assets, living costs, poverty); expenditures for the elderly (overview of expenditures, Social Security, health care expenditures, public and private pensions, and veterans). Also listed are a glossary, a list of table/chart sources, a subject index, and the addresses of 12 relevant information resources and U.S. Census Bureau telephone contacts for data users requiring general information and/or information on business economics, demographics, geographic concepts, government, housing, income, poverty and wealth, international statistics, and the labor force. (MN)

Hashimoto, Masanori

Employment-Based Training in Japanese Firms in Japan and in the  
United States: Experiences of Automobile Manufacturers.

PUB DATE- 91

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Developed Nations; Educational  
Cooperation; Education Work Relationship; Employment Practices;  
Foreign Countries; Individual Development; Institutional  
Cooperation; \*Job Skills; \*Labor Force Development;  
\*Manufacturing; \*On the Job Training; \*Personnel Policy;  
Vocational Education

Richardson, John G.

Selecting Program Delivery Methods Effectively.

PUB DATE- Feb 94

NOTE- 16p.; Paper presented to the Agricultural Communications Section, Southern Association of Agricultural Scientists (Nashville, TN, February 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Classroom Techniques; Cognitive Style; Educational Research; Extension Agents; \*Extension Education; \*Learning Modalities; Program Design; State Surveys; Student Attitudes; Teacher Attitudes; \*Teaching Methods  
IDENTIFIERS- \*North Carolina

Three groups were surveyed to determine the preferred modes of learning of persons directly associated with cooperative extension education in North Carolina. The modes of learning stated on the questionnaires were doing, touching/feeling, smelling, tasting, seeing, hearing, and discussing. Three groups completed the questionnaire: targeted clientele from 11 counties (n=77); new extension workers (n=31); and experienced extension agents enrolled in a graduate education class relating to educational program delivery (n=16). Results demonstrated that targeted extension audiences as well as agents themselves had distinct preferences for certain specific modes of learning. The studies showed very similar preferences by extension clientele as well as agents. The learning modes most strongly preferred as indicated in these studies were doing, seeing, and discussing. (YLB)

ED 366 750

CE 065 581

Coordination Concepts. A Guide to Linking JTPA with Local Resources.

PUB DATE- Apr 86

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; Agency Cooperation; \*Coordination; \*Delivery Systems; Employment Programs; \*Federal Legislation; Federal Programs; \*Institutional Cooperation; \*Job Training; Postsecondary Education; State Legislation; \*Statewide Planning; Vocational Education

IDENTIFIERS- \*Job Training Partnership Act 1982; Texas

This technical assistance guide was developed to assist Service Delivery Areas (SDAs) and Private Industry Councils (PICs) to develop local coordination activities and to enhance their ongoing coordination efforts. The guide is organized in five sections. The first section introduces the guide and defines "coordination." It is followed by a section describing the foundation of coordination, including the legislation requiring it and the Governor's Coordination and Special Services Plan in Texas. The third section provides an overview of state-level

Lovelace, Bill E.; And Others

Improving Sex Equity. Final Report.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

Div. of Community and Technical Colleges.

PUB DATE- 30 Jun 93

NOTE- 259p.; For a related manual, see CE 065 610.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Annotated Bibliographies; Articulation (Education);

\*Educational Improvement; \*Equal Education; Information

Dissemination; Literature Reviews; Material Development;

Regional Planning; \*Resource Materials; Secondary Education;

\*Sex Fairness; Statewide Planning; Two Year Colleges;

\*Vocational Education; \*Workshops

IDENTIFIERS- \*Texas

The University of North Texas, with the assistance of the equity coordinators of eight Texas public two-year postsecondary institutions, worked to improve sex equity programs throughout the state. First, the state's existing manual dealing with improving sex equity in postsecondary vocational-technical programs was updated to include materials detailing innovative practices that have been developed and proved effective by public community and technical colleges in Texas. Next, regional workshops were held in Houston, Corpus Christi, Austin, Fort Worth, Tyler, and Midland. More than 100 sex equity coordinators and career counselors participated in the workshops, which focused on improving sex equity programs and providing access and support to students desiring to enter nontraditional occupations. The updated resource manual was disseminated throughout the state, and personnel responsible for sex equity at secondary and postsecondary institutions were invited to plan for the articulation of secondary and postsecondary equity activities. (Appendixes constituting approximately 85% of this document include the following: data from the six workshops; workshop handouts; conference data; project flyers; a third-party evaluator's report; minutes of the advisory committee meetings, and a 63-page annotated bibliography of over 200 documents and journal articles available through ERIC.) (MN)

ED 366 769

CE 065 610

Teddlie, Jessie; And Others

Improving Sex Equity in Postsecondary Vocational/Technical Programs: A Resource Manual.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

Div. of Community and Technical Colleges.

PUB DATE- Jun 93

NOTE- 313p.; Updates ED 298 332. For a related report, see CE 065 609.

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Role; Annotated Bibliographies; Career

Development; \*Career Guidance; \*Classroom Techniques;

\*Cooperative Planning; Coordination; Counseling Techniques;

Curriculum Development; Educational Strategies; \*Equal

Kapes, Jerome T.; And Others

Contemporary Career Assessment Instruments: A Review.

PUB DATE- 6 Dec 93

NOTE- 33p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 6, 1993). For related documents, see ED 301 597 and ED 345 035.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Achievement Tests; \*Aptitude Tests; \*Attitude Measures; \*Career Choice; Disabilities; Disadvantaged; \*Guides; \*Interest Inventories; Maturity Tests; \*Occupational Tests; Personality Measures; Secondary Education; Test Reviews; Vocational Aptitude; Vocational Evaluation; Vocational Maturity; Work Attitudes

This document provides an overview of the third edition of "A Counselor's Guide to Career Assessment Instruments" to be published in 1994 and a brief review of the nearly 300 instruments included in the guide. The history of the guide's development and its major components are outlined. Presented next are brief descriptions of 16 recently developed or revised instruments. The guide's tentative table of contents is included along with the following: a list of instrument names/reviewers and publishers of selected comprehensive aptitude and companion measures, interest inventories, values/satisfaction assessment instruments, career development/career maturity inventories, personality inventories, and career assessment instruments designed for disabled and disadvantaged persons. The remaining three-fourths of the document consists of the following: tables of information about 35 multiple aptitude, achievement, and comprehensive measures; 39 specific aptitude and achievement measures; 43 interest inventories; 23 measures of work values, satisfaction, and environments; 13 card sorts; 16 career development/maturity instruments; 26 personality instruments; and 43 instruments for disabled and disadvantaged populations. Included in the tables are the name/publisher/date of each instrument along with its intended population, citations of published references to the instrument, and a brief description of its contents. (MN)

ED 366 787

CE 065 668

High School Followup Survey. Looking Back: Analysis of Student Views, Outcomes, and Recommendations.

PUB DATE- Oct 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Educational Attainment; \*Employment Patterns; Followup Studies; Graduate Surveys; \*High School Graduates; High Schools; Job Satisfaction; Outcomes of Education; \*Program Improvement; \*Relevance (Education); \*School Attitudes  
IDENTIFIERS- \*Salt Lake City School District UT

A study examined the views, outcomes, and recommendations of members of the graduating classes of 1986-87, 1989-90, and 1990-91 of Salt Lake City School District's high schools. Of the

Kemple, James J.; Waimson, Joshua  
Florida's Project Independence. Program Implementation,  
Participation Patterns, and First-Year Impacts.  
SPONS. AGENCY- Department of Health and Human Services,  
Washington, D.C.; Florida State Dept. of Health and  
Rehabilitative Services, Tallahassee.; Ford Foundation, New  
York, N.Y.

PUB DATE- Jan 94

NOTE- 224p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; \*Employment Services; Federal  
Legislation; \*Job Placement; \*Job Training; \*One Parent Family;  
\*Program Effectiveness; Program Evaluation; Program  
Implementation; State Programs; Wages; \*Welfare Recipients  
IDENTIFIERS- Florida; \*Project Independence

In 1987, Florida anticipated the federal Job Opportunities and  
Basic Skills Program with Project Independence, a statewide  
welfare-to-work program. It was structured to increase  
employment among Aid to Families with Dependent Children (AFDC)  
recipients as quickly as possible, primarily through job search  
activities. An evaluation was begun in 9 counties randomly  
selected from among the state's 25 largest in terms of AFDC  
caseloads; the research sample consisted of more than 18,000  
single parents. The organizational capacity of local programs  
differed in several important dimensions, including number and  
characteristics of staff, caseload sizes, service availability  
and quality, and child care availability. The project achieved  
substantial compliance with its participation mandate--75  
percent of those required to participate in the program  
attended orientation. Fifty-six percent of those who attended  
orientation went on to participate in a job search, education,  
or training activity. The project increased first-year earnings  
by nearly 7 percent and reduced first-year AFDC payments by  
nearly 7 percent. The program's effects were concentrated among  
single parents with school-age children; their earnings  
increased by 11 percent. Single parents with younger children  
(aged 3-5) experienced a 5 percent reduction in welfare  
payments but no significant increase in earnings. (Appendixes  
include supplemental tables and 18 references.) (VLB)

Patrick, Charles  
Teaching Top-Down Problem Solving.

PUB DATE- 4 Dec 93

NOTE- 9p.; Paper presented at the Annual Conference of the  
American Vocational Association (Nashville, TN, December 3-7,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Brainstorming; Creative Thinking; \*Critical  
Thinking; Decision Making Skills; Elementary Secondary  
Education; \*Logical Thinking; \*Problem Solving; Teaching  
Methods; Technology Education; \*Thinking Skills

Top-down problem solving is a methodical approach to obtaining  
real solutions for open-ended problems common in the realms of  
engineering and science. The technique provides a means for

Frantz, Nevin P.

Education and Work for the Year 2000: The Choices We Face.

Implications for Vocational Industrial Teacher Education.

PUB DATE- 4 Dec 93

NOTE- 19p.; Paper presented at the Annual Meeting of the American Vocational Association (Nashville, TN, December 4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; \*Educational Change; Educational Improvement; \*Educational Needs; \*Education Work Relationship; Futures (of Society); \*Industrial Education; Postsecondary Education; Secondary Education; Systems Approach; \*Teacher Education; \*Vocational Education Teachers

Changes already underway in the U.S. economy have made it increasingly important for students to acquire symbolic-analytic skills and technical skills. Of all the available options for improving the education of vocational industrial teachers to help them prepare students for work in the 21st century, the most reasonable alternative appears to be that of identifying trends and issues shaping the future and developing strategies for tomorrow's needs by combining the best practices of present and past with new and creative solutions that address the concerns of the future. A systematic strategy must be developed to revitalize the preparation of well-qualified vocational industrial education teachers to prepare youths to enter the work force of the future. One way of preparing tomorrow's teachers to achieve a level of excellence is by having them move through a high-quality formal teacher education program that is consistent with state certification requirements and that provides rewards and incentives for teachers to become master teachers after moving up along the career ladder of provisional teacher, associate teacher, and standard teacher. (This paper includes a proposed framework for approved vocational industrial teacher education programs and a proposed set of guidelines for the professional studies component of the proposed framework.) (MN)

ED 366 824

CE 065 742

Achieving Equity in the Secondary Schools of Texas...A Closer Look.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- Jul 92

NOTE- 30p.; For related "Instructor's Supplement", see CE 065 744.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Attitude Change; \*Behavior Change; \*Equal Education; \*Inservice Teacher Education; Multimedia Instruction; Pretests Posttests; Secondary Education; \*Secondary Schools; \*Sex Fairness; Sex Stereotypes; Statewide Planning; Teacher Attitudes; \*Teacher Behavior; Teacher Student Relationship; Videotape Recordings; Vocational Education

IDENTIFIERS- \*Texas

This booklet is designed to introduce secondary educators to a three-part training session that was developed to make Texas

Averitt, Sallie Dowling

Workplace Education Programs. Adult Education Supervisor's Handbook.

SPONS. AGENCY- Alabama State Dept. of Education, Montgomery.

PUB DATE- 93

NOTE- 100p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Basic Skills; Individualized Education Programs; Industrial Education; \*Inplant Programs; \*Literacy Education; \*On the Job Training; Skill Development; Special Education; \*Student Evaluation; \*Teaching Methods; Vocational Education

IDENTIFIERS- 353 Project; \*Workplace Literacy

This guidebook was designed to be a practical guide in developing workplace education programs. The handbook includes the following three sections: (1) background information, including details and supporting information about workplace education; (2) workplace education worksheets that adult education supervisors can take to the worksite to use as a guide when they are talking with business and industry representatives about workplace education programs; and (3) attachments that provide information and forms needed to conduct workplace education programs. The following attachments are included: needs assessment; sample job tasks analysis format and form; initial meeting plan; work-specific curriculum development schematic; pre- and postprogram employee surveys; information on adult education instructor selection; samples of an individual education plan, a vocabulary section, and an instruction plan for vocabulary instruction for the textile industry; and a workplace education resource list of 12 sources. (KC)

Schwartz, Roger

The Politics of College Literacy Programs: Stakes, Resistance, and Collaborative Partnerships.

PUB DATE- Aug 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Literacy; \*College Programs; \*Cooperative Programs; Higher Education; Institutional Cooperation; \*Literacy Education; \*Models; \*Problems; \*Program Development  
College students involved in literacy education programs should be aware of who are involved in such programs, what the attitudes and agendas of each of the parties are, the resistance that the literacy programs might encounter, the uses of collaborative partnerships, and how to build collaborative partnerships, according to a study involving college literacy program stakeholders. Information was gathered through telephone interviews with students, administrators, and community organizers representing more than 30 college literacy education programs or literacy coalitions nationwide. Analysis

Bloland, Paul A.; And Others  
Reform in Student Affairs: A Critique of Student Development.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 94

NOTE- 129p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (J55), Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- College Students; \*Educational Change; Higher Education; \*Student Development; Student Needs; \*Student Personnel Services; Student Personnel Workers

This monograph provides an intensive examination of the student development movement in college student affairs. Chapter I examines student development as a reform movement within the field of student affairs in higher education. Chapter II challenges the assertion that student development as conceptualized in its seminal documents represents a new philosophical foundation and rationale for the field of student affairs. Chapter III raises a number of significant questions regarding current student development theories and the way they have been implemented on the college campus, employing six criteria of effective theory as an assessment template. Chapter IV discusses research on student development, particularly inquiries into the efficacy of student development interventions, and makes a series of observations regarding the research problems noted. Chapter V critiques the non-research literature of student development, looking particularly at journal articles, textbooks, and practitioner-oriented books. Chapter VI discusses the relationship between current student development theory and practice, the contributions of theory, and the problems that the use of student development theory has created for the field of student affairs. Chapter VII concludes the critique by pulling the previous six chapters together and offering a vision of an alternative paradigm for the student affairs field, one that places it firmly within the context of the mission of higher education while avoiding many of the problems noted in the evaluation of the current fledgling paradigm of student development. (NB)

ED 366 863

CG 025 209

Paige, Leslie Zeldin

The Identification and Treatment of School Phobia. Publication No. 6503.

PUB DATE- 93

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Counseling Techniques; \*Educational Diagnosis; Elementary School Students; Elementary Secondary Education; \*Etiology; Evaluation Methods; Identification; Intervention; Prevention; \*Psychological Evaluation; \*School Phobia; Secondary School Students; \*Student Problems  
Chapter 1 of this document defines school phobia as an



veffenbaugh, Kim B.; Hutchinson, Roger L.  
Peer Assistance Programs in the Schools: Some Legal and Ethical Issues

PUB DATE- 12 Oct 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; Competence; Confidentiality; Counselor Role; \*Ethics; High Schools; \*High School Students; Legal Problems; \*Legal Responsibility; \*Peer Counseling; School Counselors

Little research has been conducted in an effort to clarify the legal ramifications involved in the support services a guidance department may offer in a typical high school. Of particular interest are the liabilities to which counselors, principals, and other school personnel might be subjected in guidance departments having peer assistance programs. While peer assistance programs are both cost efficient and effective in helping students, the challenge is to create programs in compliance with ethical and legal issues. A more thorough investigation of the legal and ethical issues involving special guidance services is indicated. By becoming more aware of possible legal and ethical difficulties one might encounter in innovative helping programs, precautions and appropriate guidelines can be developed before beginning such endeavors. The results of a survey of 30 Indiana Association of College Admission Counselors verified the need for clarification regarding some of these concerns. Respondents voiced an interest in developing peer assistance programs and a fear of legal ramifications. The four concerns clearly identified by the respondents were confidentiality, peer counselors versus peer helpers or assistants, dependency, and accountability. School boards and state departments of education must provide some leadership by establishing clear and supportive guidelines for peer assistance programs in the schools. (NB)

Samuels, Sarah E., Ed.; Smith, Mark D., Ed.  
Condoms in the Schools.

PUB DATE- 93

NOTE- 166p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Administrator Attitudes; \*Contraception; \*Prevention; \*School Role; Secondary Education; Secondary School Students; \*Sexuality; \*Venereal Diseases

IDENTIFIERS- \*Condoms

This book contains six papers on condom availability programs in the public schools. "Executive Summary" (Stryker, Samuels, and Smith) looks at the consequences of unprotected sex, adolescent condom use, condom promotion and availability, the role of schools, sex education in schools, how school condom programs work, distribution mechanisms, staffing and counseling, parental involvement, funding sources, legal issues, and

Stone, Sandra J.

The Role of Memory in Early Literacy Acquisition.

PUB DATE- Dec 93

NOTE- 17p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Beginning Reading; Elementary Education; \*Encoding

(Psychology); \*Learning Strategies; \*Memory; \*Reading Processes

IDENTIFIERS- \*Emergent Literacy; Reading Recovery Projects; Text Processing (Reading)

Emerging literacy is a developmental process which is closely tied to the child's developing cognitive processes. The interaction of memory and emerging literacy can be discussed in the context of Marie Clay's Reading Recovery model. Memory types, encoding and retrieval, strategy use, and executive control/expectancies are components of cognitive processing that broadens educators' conceptualization of early literacy acquisition by looking at emerging literacy from a different perspective. Three types of memory have been identified: recognition, reconstruction, and recall. From short term memory to long term memory, the most critical of transformations occurs--encoding. Strategies (the third area of memory) are conscious activities that a learner uses to facilitate memory. In the information-processing model, executive control directs the learner's attention, decides on how information is encoded and retrieved, and how information is expressed in organized responses. Understanding memory's role in early literacy acquisition deepens the researchers' and teachers' knowledge of factors that may impact how children learn to read. This knowledge can expand the understanding of how to support each child's literacy development as she journeys from recognition memory to recall memory, develops metamemory, and replaces less efficient strategies with more efficient strategies. (Contains 27 references.) (RS)

ED 366 902

CS 011 568

Glazer, Susan Mandel; Burke, Eileen M.

An Integrated Approach to Early Literacy: Literature to Language.

PUB DATE- 94

NOTE- 304p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055), Books (010)

DESCRIPTORS- Beginning Reading; \*Child Development; Childrens

Literature; \*Developmental Stages; \*Early Childhood Education;

\*Integrated Activities; \*Language Acquisition; Reading

Instruction; Writing Instruction

IDENTIFIERS- Beginning Writing; \*Emergent Literacy

This book combines a holistic approach to language learning with a developmental point of view, including teaching strategies appropriate for each age and stage of development. The book looks at children's literature and how it is used as the thrust for the development of oral language, reading, and early writing. The book includes: discussion of several theories of

Bastolla, Robin

Whole Language and Basal Readers.

PUB DATE- Apr 94

NOTE- 41p.; M.A. Thesis, Kean College. Poor reproducibility due to broken print.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reports - Research/Technical (143)

DESCRIPTORS- \*Basal Reading; Comparative Analysis; Elementary Education; \*Instructional Effectiveness; Reading Research; \*Whole Language Approach

IDENTIFIERS- California Test of Basic Skills; East Brunswick School District NJ

A study explored the nature of whole language as compared to the basal program for the years 1990-1991 and 1991-1992. The samples of pupils involved were from the eight elementary schools, housing grades kindergarten through grade five, in East Brunswick, New Jersey. The students have been instructed for many years in the basal approach. Since September, 1992, both the basal approach and the whole language approach have been used. The California Test of Basic Skills was administered in the spring of 1991 and 1992. The children follow a formal language arts curriculum to prepare for the test, covering specific objectives and skills. Results indicated no significant differences in the mean scores between basal and whole language samples. Findings suggest that, even though educators differ in their opinions of the two approaches, a combination of the two approaches may be the best way to meet the needs of all students. (Two tables of data are included; 33 references are attached.) (Author/RS)

ED 366 924

CS 011 603

Shaughnessy, Michael F.

SQ 10 R.

PUB DATE- 94

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Content Area Reading; Higher Education; \*Reading Strategies; Study Habits; \*Study Skills; Thinking Skills; Undergraduate Students

IDENTIFIERS- SQ3R Study Formula

While many students have found SQ3R (Survey, Question, Read, Recite, Review) and PQ 4 R (Preview, Question, Read, Reflect, Recite, Review) systems to be helpful, developmental/remedial students may need more assistance than the average freshman. Students who need more help to deal with the massive amounts of reading that needs to be done in college might use the SQ 10 R system: survey, question, read, reflect, review, repeat, rethink, reintegrate, rehash, re-note, rehearse, and re-read. (RS)

ED 366 925

CS 011 604

Ediger, Marlow

The Spelling Curriculum.

PUB DATE- 94

Smitherman, Geneva

"The Blacker the Berry, the Sweeter the Juice": African American Student Writers and the National Assessment of Educational Progress.

PUB DATE- Nov 93

NOTE- 37p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Black Dialects; \*Black Students; Comparative Analysis; Cultural Context; Discourse Analysis; Elementary Secondary Education; Higher Education; \*Writing Achievement; \*Writing Evaluation; Writing Research

IDENTIFIERS- \*African Americans; Discourse Communities; \*National Assessment of Educational Progress

A study analyzed the degree to which an African American verbal tradition (Black English Vernacular) survives in the writing of Black students across a generational time span. A total of 867 essays from the 1984 and the 1988/89 National Assessment of Educational Progress (NAEP) were subjected to primary trait and holistic scoring analysis, and were ranked in terms of the degree of African American discourse. These scores were compared to the scores given by NAEP raters, and to scores from the 1969 and 1979 NAEP. Results indicated that: (1) no correlation existed between a discernibly African American discourse style and the production of BEV syntax, supporting results of earlier studies of 1969 and 1979 NAEP essays; (2) the more discernibly African American the discourse, the higher the primary trait and holistic scores, and the less discernibly African American the discourse, the lower the primary trait and holistic scores, contrary to earlier studies; and (3) "imaginative/narrative" essays continued to be Black students' strong suit. Findings suggest that students who employed a Black expressive discourse style received higher NAEP scores than those who did not. Recommendations for writing instructors include: capitalize on the strengths of African American cultural discourse; encourage students toward the field dependency style, which enables them to produce more powerful, meaningful, and more highly rated essays; and deemphasize concerns about BEV grammar. (Two figures listing NAEP scoring criteria, a figure listing Black English variables, and two tables of data are included; 37 references, an appendix of data, and six sample essays are attached.) (RS)

ED 366 945

CS 214 190

Applebee, Arthur W.

Toward Thoughtful Curriculum: Fostering Discipline-Based Conversation in the English Language Arts Classroom. Report Series 1.10.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

PUB DATE- 94

NOTE- 14p.; Submitted to "English Journal."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Descriptive (Program/Project Descriptions) (141)

Hill, Jeff

Integrating Classroom Discussion into the Writing Process.

PUB DATE- 94

NOTE- 9p.; Dot matrix print.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Communication; Classroom Techniques;  
\*Discussion (Teaching Technique); Higher Education; Secondary  
Education; \*Teacher Role; \*Writing Assignments; \*Writing  
Instruction; \*Writing Processes

IDENTIFIERS- Writing Contexts; Writing Development; \*Writing  
Motivation

Students can be motivated to write and be guided through the writing process without giving them the impression that they are doing it again until they get it right. To motivate students, make it known as specifically as possible what kind of written assignment will be required and how it will be graded. Then guide the students towards the goal by giving them pointers, encouragement, and opportunity--reminding them that they do not have to worry about starting at the beginning when they write. Advise students to use a word processor, if possible; and invite students' thoughts in class discussion by specifically asking about complaints, fears, anxieties, and problems. During a class session, student articulation of specific complaints helps them see the value of the assignment. The teacher is given the chance to answer each specific complaint, and students learn to express themselves in ways other than slamming locker doors and grunting obscenities. When announcing the writing assignment, be flexible about the due date. Instead of reading one student's entire essay to the class in one droning narration and then asking, "What do you think of that essay?", read the essay sentence by sentence and, where appropriate, ask "What's good about that sentence?" and "What's weak about that sentence?" Once the class gets used to this pair of questions as regular discussion stimulators, nobody feels publicly picked on when the essays are being read. (RS)

ED 366 965

CS 214 216

Palmer, Barbara C.; And Others

Developing Cultural Literacy through the Writing Process:

Empowering All Learners.

PUB DATE- 94

NOTE- 332p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; \*Cultural Literacy; Elementary  
Secondary Education; Journal Writing; Metacognition;  
Microcomputers; Portfolios (Background Materials); Student  
Evaluation; Teacher Expectations of Students; Writing  
Assignments; \*Writing Evaluation; \*Writing Instruction;  
\*Writing Processes

IDENTIFIERS- \*Process Approach (Writing); Writing Thinking  
Relationship

Combining the expansion of cultural literacy with the development

Smith, Carl B.

Helping Children Understand Literary Genres. ERIC Digest.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 94

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)

DESCRIPTORS- \*Adolescent Literature; \*Childrens Literature;  
Elementary Secondary Education; \*Folk Culture; \*Literary  
Genres; Story Telling; Writing Improvement

IDENTIFIERS- ERIC Digests; \*Folktales; Oral Literature;  
Universality

Analysis of different types of literature promotes cognitive development by giving students an opportunity to apply similar skills and strategies discussed in one genre--fiction, for example--to other genres like poetry, reports, descriptive pieces, and plays. The major intellectual function that each literary genre provides can be examined in terms of schema theory. In schools where writing is used as a means to promote clear thinking, it appears that reading a variety of literary genres has a related positive effect on writing. One genre that might be effective as a beginning point, and is particularly enjoyable for children, is folktales. Folktales are common in all countries, universal in nature. Through the use of a simple genre like the folktale, educators can help children understand that there are different types of literature. It is not necessary for children to define every piece of literature that they read, though the elementary school curriculum should provide a wide range of genres. (RS)

ED 366 986

CS 214 238

Asher, Brad

An Applied Social Science: Journalism Education and  
Professionalization, 1900-1955.

PUB DATE- Oct 93

NOTE- 33p.; Paper presented at the Annual Meeting of the American  
Journalism Historians Association (Salt Lake City, UT, October  
6-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Historical Materials (060)

DESCRIPTORS- Educational History; Higher Education; \*Journalism  
Education; Journalism History; \*Professional Education

IDENTIFIERS- Elite Colleges; \*Journalism Schools; Professional  
Concerns

The major schools of journalism in the United States established themselves during the first 25 years of the 20th century. These schools formed an important part of the broader professionalizing project within journalism. Over the next 30 years, this elite group of schools attempted to make a degree from a professional school of journalism the required credential for all aspiring journalists. They fought not only against traditional on-the-job methods of training, but also against journalism schools that did not share their vision of professional education. By the mid-1930s, these conflicts had led to a stalemate. The elite schools were unable to build a

Vrazel, Ray, Jr.; Hoffman, Henry

The Use of Metaphor: Towards Rehabilitating Oral/Written Skills of Entry-Level Theatre Students.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.

PUB DATE- 91

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; High Schools; High School Students; \*Metaphors; Public Schools; \*Speech Communication; \*Theater Arts; Units of Study; Writing Improvement; Writing Research; \*Writing Skills

IDENTIFIERS- \*Drama in Education; New Orleans Public Schools LA

A study documented an investigation into the use of selected theater technologies to enhance the oral/written communication skills of entry-level theater students at New Orleans Center for Creative Arts, a public high school for the performing arts. The Paradigm, a critical tool developed by Syd Field, and the students' application of the conceptual scheme in interpreting a theatrical event were also examined. For each of the 8 weeks, a series of theater games, processes, improvisations, and dramatic activities cohering around themes were created as multiple interdependent fluctuations. Pre-test results, supported by the oral/written evidence of the first two lessons, led to the evolution of three core groups of students: Players (who readily used metaphor), Oscillators (who vacillated between metaphor and descriptive), and Spectators (who could not gain control of the process of generating and organizing their writing). The written material from each week was computerized and collated. Results indicated that: (1) theater technologies rehabilitated the oral/written communication skills of a majority of the students; (2) students' writing improved during the latter half of the study; and (3) the use of The Paradigm contributed to students' knowledge and comprehension of the dramatic event as evidenced in posttest papers. Findings provide empirical support for theater technologies as planning processes involved in writing and for theories related to symbolic functioning in general. (Contains 38 references and 37 notes.) (RS)

ED 367 006

CS 508 461

Adams, Richard T.

Improving Characterization in Scene Study, in a Magnet Middle School, through Learning Directing Skills.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.

PUB DATE- 92

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Acting; \*Characterization; Drama; \*Dramatics; Gifted; Junior High Schools; Junior High School Students; Middle Schools; Student Evaluation; Talent Development; Teaching Methods

Adams, William C.

Using Case Studies in the Introductory Public Relations Course.

PUB DATE- Nov 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Case Studies; Class Activities; Higher Education; Instructional Effectiveness; \*Introductory Courses; \*Public Relations; Teaching Methods; Teamwork; Theory Practice Relationship

IDENTIFIERS- Florida International University

The case study method has received increased attention at both the graduate and undergraduate levels in a number of public relations programs. Unlike the Harvard managerial-oriented case studies, the approach useful in large, introductory public relations courses stems from a simplified team approach to classroom projects, case studies in the classroom, and small groups advocated by various educators. An instructor at Florida International University finds the following to be effective ways to make "team cases" useful in the introductory public relations course: begin with theoretical underpinnings; encourage students to become familiar with all the cases in the textbook; introduce the team concept in the third week; supply ancillary materials to the teams; keep teams to four-to-seven participants; have teams meet back in the classroom at a specified time with their answers/solutions to the cases; and emphasize the public relations process rather than getting the "right" answer. Benefits of the course include: (1) socialization skills are honed; (2) students become more autonomous as learners; (3) a better environment is created for the teacher; (4) students learn to research and present more indepth information than they do working alone; and (5) students enjoy the team cases more than any other part of the course. Team casework can help bridge the gap between theory and practice, a goal toward which all public relations educators should strive. (Contains 36 notes and 22 references.) (RS)

Medoff, Norman J.

Experiential Learning in the New Professionalism.

PUB DATE- 18 Nov 93

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Higher Education; \*Internship Programs; Learning Activities; \*Mass Media; \*Professional Education; Student



Excellence in School Performance: The Role of the Legislature. A  
Report of the Joint House-Senate Committee on School  
Performance to the Sixteenth Alaska Legislature.

PUB DATE- Jan 90

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Educational Objectives; Elementary Secondary  
Education; \*Excellence in Education; Public Schools; School  
District Autonomy; School Restructuring; \*State Aid; State  
Federal Aid; \*State Legislation; \*State School District  
Relationship

IDENTIFIERS- \*Alaska

Alaskans are increasingly dissatisfied with the performance of their schools. Many students are poorly educated, have low self-esteem, and suffer other social problems. The Alaskan Joint House-Senate Committee on School Performance was created to set priorities for ways to improve school performance. The committee was guided by three basic beliefs: (1) state-mandated policies should be minimized; (2) the state must set goals and hold school districts accountable; and (3) the state must improve the organization, governance, funding, and oversight of schools. The committee made several recommendations in its 1990 report. The state legislature should enact a bill of statewide goals for education. These goals must be transformed into educational outcomes by the State Board of Education and met at the local level. An assessment that measures the performance of all schools against statewide and local standards should be established and made available to all education stakeholders. Incentive grants should be established to help schools carry out school improvement initiatives. A special body should be organized to address physical and social environmental factors harming school performance. Finally, the state should augment Head Start funding, and a commission should be established to address early childhood and parenting problems. (JPT)

ED 367 046

EA 025 515

Expanding Opportunities for Success: Ohio's Third Annual Progress  
Report on Education.

PUB DATE- Sep 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Adult Literacy; Drug Abuse;  
\*Educational Objectives; Elementary Secondary Education; High  
School Graduates; Mathematics Achievement; School Readiness;  
School Safety; Science Education; \*State Action; \*State  
Programs; Violence

IDENTIFIERS- \*National Education Goals 1990; \*Ohio

This document describes the progress that Ohio has made toward the six National Education Goals during the 1992-93 school year. Notable improvements have been made, particularly in Head Start programs and student performance on the Ohio Ninth-Grade Proficiency Tests. New baseline data are available for goals 5 (every American adult will be literate and able to compete in a global economy) and 6 (schools free of drugs and violence) through the Ohio Adult Literacy Survey--the Youth Risk Behavior Survey. Additional information is included on the arts and

Hill, Peter W.; And Others

School and Teacher Effectiveness in Victoria. Key Findings from Phase 1 of the Victorian Quality Schools Project.

PUB DATE- Nov 93

NOTE- 69p.; Paper prepared for the Annual Meeting of the International Congress for School Effectiveness and Improvement (7th, Melbourne, Australia, January 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; \*Educational Environment; Educational Quality; \*Effective Schools Research; Elementary Secondary Education; Family Characteristics; Models; \*School Effectiveness; Teacher Effectiveness

IDENTIFIERS- \*Australia (Victoria)

This document presents findings from phase 1 of the Victorian Quality Schools Project. This phase, the first of a 3-year longitudinal study, sought to identify characteristics of effective schools and develop a model of teacher and school effectiveness. Data were derived from four instruments--parent questionnaires, teacher questionnaires, student records, and teacher records. The sample of 13,900 primary and secondary students and 930 teachers was drawn from a total of 90 out of 96 Catholic and independent schools in Victoria, Australia. Key findings are as follows: (1) The school profiles provide an effective framework for monitoring and reporting achievement; (2) schools have considerable influence on overcoming inequalities stemming from family socioeconomic status; (3) early childhood education is important for later achievement; (4) student attentiveness has a large effect on achievement; (5) the frequency with which students do homework varies among students, and the emphasis placed on it changes from primary to secondary school; (6) parental monitoring of homework is important for primary students; (7) teachers are generally positive about their work environments, but receive little feedback on their performances; (8) leadership plays a critical role in developing a positive teacher work environment; and (9) the key to improved educational outcomes is teacher effectiveness. Sixteen figures are included. Appendices contain 23 statistical tables. (LMI)

ED 367 068

EC 302 747

McWilliam, R. A.

Family-Centered Intervention Planning: A Routines-Based Approach.

PUB DATE- 92

NOTE- 211p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Check Lists; Cultural Influences; \*Disabilities; Early Childhood Education; \*Early Intervention; \*Family Involvement; Family Programs; Family Role; Goal Orientation; Individualized Education Programs; Interdisciplinary Approach; Outcomes of Education; \*Student Educational Objectives; Student Evaluation; \*Teamwork

IDENTIFIERS- Individualized Family Service Plans

Wanger, Arlene

A Mother's Choice--Toys for Children with Special Needs.

SPONS. AGENCY- Department of Education, Washington, DC.; Michigan State Board of Education, Lansing.

PUB DATE- Nov 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055). Collected Works - Serials (022)

DESCRIPTORS- \*Childrens Games; \*Disabilities; Elementary Secondary Education; Preschool Education; Skill Development; \*Toys

This bulletin describes toys and games found to be appropriate for use with children with disabilities. The toys, made by Discovery Toys, include products that promote exploration, play with both hands, sorting and matching, self-awareness, coordination, cause-effect relationships, imagination, construction, language use, and interaction with parents or teachers. The toys include puzzles, musical instruments, rattles, measuring cups, vehicles, foam blocks, art materials, dominos, theater characters, construction sets, and others. (JDD)

ED 367 089

EC 302 790

Schroeder-Davis, Stephen

The Gifted Child in Contemporary Fiction: An Annotated Bibliography.

PUB DATE- 92

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Bibliotherapy; Elementary Secondary Education; \*Fiction; \*Gifted; Mentors; \*Novels; Peer Relationship; \*Realism; \*Talent

This annotated bibliography lists contemporary, realistic fiction with gifted school-age protagonists. The 82 novels, published between 1946 and 1992, are arranged alphabetically by author. Each listing includes the publisher, specific talent areas, and a suggested grade-level target audience, from early elementary to senior high. The bibliography was compiled as part of a dissertation which compared fictional portrayals of gifted children with research literature, with the aim of finding titles that were authentic enough to provide gifted readers with "fictional peers" and "fictional mentors" which could be used in a bibliotherapeutic way. Dominant themes portrayed in the novels include: multipotentiality, a mentor relationship, a desire for autonomy, physical isolation, psychological alienation, intensity and exclusivity of focus, coercive egalitarianism, heightened sensitivity and awareness, perfectionism, and familial and/or peer rivalry. (JDD)

ED 367 090

EC 302 791

Utah Handbook for the Assessment and Classification of Students Who Are Suspected of Being Behavior Disordered. Working Draft: 1991-92 School Year.

Delaney, Thomas J.; And Others

Participation of Rural Students with Disabilities and Rural Gifted Students in Minnesota's Open Enrollment Program.

Research Report No. 12. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 39p.; For other reports in this series, see ED 343 361-364, EC 302 748, and EC 302 805-810.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Disabilities; Elementary Secondary Education; Free Choice Transfer Programs; \*Gifted; Information Sources; \*Open Enrollment; \*Parent Attitudes; Parent Participation; Participant Satisfaction; Rural Areas; \*Rural Education; School Choice; School Funds; State Programs; Transfer Students

IDENTIFIERS- \*Minnesota

A survey was conducted of 82 rural parents of students with disabilities or giftedness on the topic of open enrollment. The survey examined demographic characteristics, sources of information, reasons for transfer, and changes in parental involvement with schools. Most of the rural students with special educational needs who chose to participate in open enrollment were Caucasian and required services for a learning disability or speech disability. Parents procured information on open enrollment from the radio, television, and newspaper about as often as they received information from principals and teachers combined. The most important reason parents of rural children with special needs cited for applying for open enrollment was to better meet the children's educational requirements. Parents reported similar patterns of participation across activities at their child's former school and chosen school. Comments by parents of students with disabilities were most concerned with teacher effectiveness and transportation/school location issues; comments by parents of gifted students noted the curricular and extracurricular activities available. The study also observes that it is important to consider that the transfer of students with special needs into or out of a rural school district affects the financial welfare of that district and thus affects the quality of services provided. (Contains 11 references.) (JDD)

ED 367 110

EC 302 812

Cook, E. Thomas; And Others

Illinois--It's 1993, Do We Know Where Our Children Are? An Examination of Trends and Practices in In-Home Family Supports & Out-of-Home Placements for Children and Youth with Disabilities. Revised.

PUB DATE- 18 Mar 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adoption; Child Abuse; Children; \*Disabilities; Expenditures; \*Family Programs; Foster Care; \*Placement; Place of Residence; Program Development; \*Public Policy; Residential Institutions; Social Services; State Programs; \*Trend Analysis;

Callahan, Carolyn M.; McIntire, Jay A.  
Identifying Outstanding Talent in American Indian and Alaska  
Native Students.

PUB DATE- Apr 94

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*Ability Identification; Alaska Natives; \*American  
Indians; Cultural Differences; Cultural Influences; Culture  
Fair Tests; Decision Making; \*Educational Practices;  
Educational Quality; Elementary Secondary Education; Evaluation  
Methods; \*Gifted; Psychometrics; Student Evaluation; Student  
Placement; \*Talent; \*Talent Identification

This report reviews and synthesizes the most promising practices  
used to identify exceptionally talented students from the  
Native American population. Preliminary information includes an  
Indian Student Bill of Rights, discussion of the problem of  
talent identification, and discussion of special issues  
including diversity within the Native American population and  
cultural assimilation versus accommodation. Eight principles of  
identification are then presented. These include, among others,  
using assessments that go beyond a narrow conception of talent;  
using appropriate instruments with underserved populations; and  
using a multiple-measure/multiple-criteria approach to  
identification. Specific practices are then considered, which  
address: balancing the ideal and the practical; deciding on a  
concept of talent; recognizing the issues of a particular  
school; identifying traits that may influence manifestations of  
talent; recognizing behaviors that distinguish some Native  
American students from the general population; looking for  
manifestations of talent potential, alternative behaviors,  
situations, and interpretations; selecting and constructing  
appropriate assessment tools; and using the collected student  
data to make decisions. Recommendations address technical  
assistance, professional development, assessment portfolios,  
experimental programs, and program funding. Five appendices  
include technical information concerning evaluation measures,  
two sample case studies, and a list of assessment instruments.  
(Contains 77 references.) (DB)

ED 367 128

FL 021 314

Takahashi, Satomi

Transferability of Indirect Request Strategies.

PUB DATE- 93

NOTE- 47p.; Revised version of paper entitled "Transferability of  
L1 Indirectness Strategies to L2 Contexts" presented at the  
Annual International Conference on Pragmatics and Language  
Learning (6th, April 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*English (Second Language); Japanese; Language  
Usage; \*Pragmatics; Second Language Instruction; Second  
Language Learning; \*Transfer of Training

Murphy, Dermot F.  
Principles and Practice in an Evaluation Project.  
PUB DATE- 91

NOTE- 10p.; In: Anivan, Sarinee, Ed. Issues in Language Programme  
Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- \*Curriculum Evaluation; Evaluation Methods; Foreign  
Countries; Formative Evaluation; Program Descriptions; \*Program  
Evaluation; Secondary Education; Second Language Instruction;  
\*Second Language Programs; \*Theory Practice Relationship

IDENTIFIERS- \*Malaysia

Motivated by the introduction of a new secondary school language curriculum in Malaysia, a project was undertaken to examine its effects on classroom teaching and learning, particularly from the teacher's perspective. The portion of the project that involved training state officials to participate in a formative evaluation of the curriculum and its implementation is described here. Two seminars were conducted for evaluators. The first focused on determining priorities for evaluation, simulation of a presentation of results to teachers, and creation of an evaluation plan. Following this seminar, site visits were made to refine the plan. The second seminar included a report of the site visits, review of principles and techniques of evaluation, and preparation for analysis, interpretation, and reporting of evaluation findings. Results of these seminars and field work were that the evaluators gained knowledge of and skills in evaluation procedures and became aware of support mechanisms available to them, and that teachers in the field provided feedback important to the evaluation process. The training provided both theory and needed practical guidance for participants. (MSE)

ED 367 151

FL 021 873

Ghani, Ali Abdul; Hunt, Brian  
National Level Formative Evaluation: Some First Steps.  
PUB DATE- 91

NOTE- 12p.; In: Anivan, Sarinee, Ed. Issues in Language Programme  
Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- \*Curriculum Evaluation; Foreign Countries; Formative  
Evaluation; Program Descriptions; \*Program Evaluation;  
Secondary Education; Second Language Instruction; \*Second  
Language Programs

IDENTIFIERS- \*Malaysia

The formative evaluation of a new Malaysian secondary school language curriculum is described. Reasons for choosing formative over summative evaluation are examined, and implementation of the evaluation to date is detailed. In the first two phases, state education officials were trained in principles and procedures of program evaluation, including all stages from planning through reporting of results. These phases included seminars, site visits, and refinement of the overall

Folkes, Karl C.

Issues of Assessment and Identification of Anglo-Caribbean Students in a Migratory Educational Environment.

PUB DATE- 25 May 93

NOTE- 16p.; Paper presented at a Symposium on Education of Students from the Caribbean (Queens, NY, May 25, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Educational Policy; Elementary Secondary Education; Identification; \*Immigrants; Language Proficiency; Language Role; \*Public Policy; Public Schools; Second Language Learning; \*Second Languages; Sociocultural Patterns; \*Student Needs; Urban Schools

IDENTIFIERS- New York City Board of Education; \*West Indians

A discussion of the education of West Indian immigrant students in the New York City public schools focuses on identification and assessment of this population's needs. It is noted that West Indian students represent the fastest-growing immigrant population in the city, but no educational policy has been established in the city or state to address their cultural, sociological, linguistic, or psychological needs. The result is that this population is over-represented in remedial reading, corrective speech, and special education classes. A model of additive common underlying proficiency for language learning is examined, and its implementation is recommended, with the goal of developing and using assessment instruments for better identification of the educational needs of these students. A home language identification survey and language assessment battery that measure West Indian students' grammatical, sociolinguistic (or dialectal), discourse, and strategic competence are suggested. (MSE)

ED 367 171

FL 021 896

De Luca, Rosemary J.

An Integrated Approach to ESL Teaching.

PUB DATE- Dec 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Achievement Gains; Course Content; Course Descriptions; \*Educational Needs; \*English (Second Language); \*English for Academic Purposes; Foreign Countries; Higher Education; Needs Assessment; Second Language Instruction; Writing Exercises; \*Writing Instruction

A University of Waikato (New Zealand) course in English for academic purposes is described. The credit course was originally designed for native English-speaking students to address their academic writing needs. However, based on the idea that the writing tasks of native speakers and non-native speakers are similar and that their writing deficiencies are not significantly different, the course was open to learners of English as a Second Language. Early in the course, students complete a diagnostic writing assignment and initial writing exercises follow the pattern of the diagnostic assignment, drawing on students' personal experiences. Academic discourse

emphasis on graduate recruitment rather than on training technicians to fill the same roles. The popular conception of a skills shortage in light of recent technological advances was found to be simplistic; instead, advances in engineering technology have created a need for more broadly trained hybrid engineers with a high level of product awareness and appropriate management strategies to handle the required human resources development. (Contains 122 references.) (MN)

ED 366 712

CE 064 172

Broad, Mary L.; Newstrom, John W.  
Transfer of Training: Action-Packed Strategies To Ensure High Payoff from Training Investments.

PUB DATE- 92

NOTE- 194p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; \*Educational Strategies; Education Work Relationship; \*Industrial Training; Job Skills; \*Labor Force Development; Learning Strategies; Organizational Development; Postsecondary Education; \*Skill Development; Systems Approach; \*Training Methods; \*Transfer of Training  
This book is intended to help managers, supervisors, and employees in U.S. organizations achieve full job performance by acquiring and applying effective strategies to transfer the knowledge and skills learned in training to the workplace. The book is divided into four parts. Part 1 covers the following aspects of the groundwork of transfer of training: human resources development and the transfer problem, barriers to and management of transfer of training, and key roles and times to support transfer. The chapters included in part 2 present transfer strategies for use before, during, and after training and a special action-planning relapse prevention strategy. Part 3, which is devoted to using and supporting transfer in organizations, contains a chapter on the applications of the principles of transfer of training in organizations and a chapter on building and managing a transfer system. The first three of the five appendixes included in part 4 present strategies for managing the transfer of training, behavioral processes underlying successful transfer of training, and the steps entailed in conducting a transfer audit. The remaining two appendixes provide a 63-item glossary and a 127-item selected bibliography. A list of 64 end-of-chapter references is also included. (MN)

ED 366 713

CE 064 210

Jones, Merrick, Ed.; Mann, Pete, Ed.

HRD: International Perspectives on Development and Learning.

PUB DATE- 92

NOTE- 263p.; Kumarian Press Library of Management for Development.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - General (020)

DESCRIPTORS- \*Adult Education; Adult Educators; Educational Policy; Experiential Learning; Foreign Countries; \*Labor Force Development; Management Development; Organizational Development; Public Policy; Public Service; Staff Development; Teacher Role; Teaching Skills; \*Trainers; \*Training; \*Training Methods; \*Training Objectives

IDENTIFIERS- Africa; China; Ghana; Great Britain; India; Jamaica  
This anthology contains 16 papers devoted to 3 aspects of human



IDENTIFIERS- \*Automobile Industry; \*Japan

An economic theory of training holds that training in technical skills and training in employment relations (namely, information reliability or the ability to quickly and reliably disseminate information among the members of the firm) reinforce each other. This theory is an organizing framework for understanding some practices at Japanese firms in Japan and in the United States. The theory stresses the link between school and training. Japanese firms enjoy a favorable environment for training. Technical training is facilitated by the low degree of heterogeneity in, and the high level of, basic skills that new employees bring from schools. Recruitment of new graduates relies heavily on recommendations of selected schools to homogenize the work force in terms of basic skills, attitude toward working and learning, and personality. Such Japanese practices as team-based production, training of young workers by experienced employees, and training by job rotation expedite the diffusion of knowledge, skills, and information within a Japanese firm. These practices, a reflection of investment in information reliability, result in a compliant and productive work force in Japanese firms. The Japanese training approach has been adapted in some Japanese automobile plants in the United States. In addition to building a homogeneous work force, these plants share another common experience: newly hired employees must be trained from scratch in elementary skills. (Appendixes include 41 references, 58 endnotes, profiles of selected Japanese automobile manufacturers, a description of the hiring process at Toyota, 4 figures, and 3 tables.) (YLB)

ED 366 732

CE 065 540

Asher, Herbert B.; And Others  
Organized Labor and Political Action, Attitudes, and Behavior.  
Working Paper Series.

PUB DATE- 91

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Demography; Family  
Involvement; Labor Education; National Surveys; Organizational  
Change; \*Participant Characteristics; \*Participation;  
\*Political Attitudes; \*Political Campaigns; \*Political  
Influences; State Surveys; Tables (Data); \*Unions

IDENTIFIERS- \*Ohio

A study compared the political action, attitudes, and behavior of union members and members of union households to those of individuals who are not affiliated with a union. National data from the 1950s through the 1980s on the political identification, beliefs, and behavior of union/union household members and nonmembers were analyzed along with information gathered during extensive interviews with 30 state/local union leaders that were conducted throughout Ohio in 1990. The analysis established that, since 1952, the nonwhite and female components of union membership have more than doubled, overall union membership has declined, and the unionized work force has become more white collar. Other study findings were as follows: (1) union members remain more likely to vote Democratic than persons from nonunion households; (2) voter turnout is higher among urban union members (but not among their household members) than among the general population; and (3) unions still retain significant political influence over their members (but not over members' households). (Fifteen tables and 10

coordination and profiles the Texas method of coordination; it then provides examples of interagency coordination matrixes. In the fourth section, planning for coordination at the local level is discussed. Topics covered include the concept of coordination, human services delivery systems, issues, and the Job Training Partnership delivery systems. The coordination process is outlined in the fifth, and final section of the guide. This section includes five steps (identifying the needs, establishing agency profiles, types of coordination, facilitators and barriers, and action worksheets), an example of an interagency agreement, and a SBA compliance document. (KC)

ED 366 751

CE 065 584

Laurence, Janice W.; And Others  
Effects of Military Experience on the Post-Service Lives of Low-Aptitude Recruits: Project 100,000 and the ASVAB Misnorming.  
Final Report 89-29.

SPONS. AGENCY- Office of the Assistant Secretary of Defense for Force Management and Personnel (DOD), Washington, DC.

PUB DATE- Dec 89

NOTE- 243p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Aptitude; \*Economic Status; \*Educational Attainment; Educational Status Comparison; Followup Studies; \*Low Achievement; Marital Status; \*Military Service, Postsecondary Education; \*Veterans

During the recent past, the U.S. Department of Defense has, on two occasions, admitted large numbers of low-aptitude individuals into the Military Services: Project 100,000 and the 1976-80 misnorming of the enlistment test. To determine the impact of having served in the military on the subsequent experiences of these individuals, samples of Project 100,000 participants and low-aptitude youth admitted during the misnorming were asked questions concerning their current (1986-87) employment, economic, educational, and family status. Comparison groups composed of low-aptitude nonveterans from both eras were drawn from the follow-ups to the 1966 and 1979 National Longitudinal Surveys. Comparisons between Project 100,000 participants and their nonveteran peers showed that, in terms of employment status, educational achievement, and income, nonveterans appeared better off. Veterans were more likely to be unemployed and to have a significantly lower level of education. Income differences ranged from \$5,000-\$7,000, in favor of nonveterans. Veterans were more likely to have been divorced. No statistically significant differences were found between the low-aptitude veterans who served during the misnorming era regarding employment status, occupational category, or average income. However, the veterans had acquired significantly less formal education, had higher divorce rates, and were more likely to be dissatisfied with their jobs. (Appendixes include 86 references and supporting data tables.) (VLB)

ED 366 752

CE 065 585

King, Annie; Zirkle, Chris  
Applied Art in Trade and Industrial Education.

PUB DATE- 4 Dec 93

NOTE- 5p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 4, 1993).

LANGUAGE- English

Education; Learning Activities; Linking Agents;  
Nondiscriminatory Education; Nontraditional Occupations;  
Postsecondary Education; Program Development; Resource  
Materials; \*Sex Fairness; Teacher Role; \*Vocational Education  
IDENTIFIERS- Texas

This manual presents ideas and methods for vocational personnel to use in informing male and female students about future trends and needs for equity in the work force through education and training. The following topics are discussed: the persistent equity challenge and changing labor force/family demographics; the gender equity awareness process (traditional attitudes, effects of gender bias, change agents/strategies); planning (understanding legislative intent; needs assessment; suggestions for administrators, counselors, and instructors; administrative support; identification of areas of desired impact; obtaining resources; coordination with contracted equity specialists); career development (roles of the gender-fair counselor and gender equity coordinator, resources, career assessment, instructor and administrator roles); strategies for improving sex equity in vocational-technical programs (counselor roles, curriculum development, strategies, curriculum materials/ideas, activities); resources; and joint planning (discrimination; coordination, linkage, and joint planning; barriers to coordination; planning steps/processes). Included in the section on resources are a list of 24 agencies; contacts for 17 Texas sex equity projects; and annotated lists of 148 books/articles, 9 films, and 112 videos. A glossary, effective practices identified in a 1993 workshop, group workshop activities, and examples of strategies field-tested by a panel of experts are appended, and 28 references are listed throughout the manual. (MN)

ED 366 770

CE 065 611

Tech Prep Intergenerational Curriculum Development Project. Final Report.

SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.

PUB DATE- Aug 93

NOTE- 11p.; Report is in the form of an "Executive Summary" providing "Activities/Results" for each of the seven objectives.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Allied Health Occupations Education; Articulation (Education); \*Competency Based Education; \*Curriculum Development; High Schools; \*Intergenerational Programs; Postsecondary Education; \*Statewide Planning; Task Analysis; Two Year Colleges

IDENTIFIERS- Tech Prep; \*Texas

A project to develop a competency-based curriculum to support implementation of tech prep intergenerational programs throughout Texas was begun in summer 1992. A preliminary career ladder for intergenerational occupations was composed and revised. A task analysis was conducted. A survey to which 285 of the 547 health care professionals, secondary and postsecondary educators, and professionals in related fields receiving questionnaires responded was used to identify competencies common to the intergenerational cluster and specific to occupations therein. The identified competencies were formulated into an intergenerational program matrix that was later used to identify 106 competencies for the secondary-

3,990 survey instruments mailed to potential respondents, 1,010 were undeliverable and 1,292 surveys were returned for an overall district response rate of 43.36%. Of the respondents, 53% were in school and working, 19% were in school without a job, and 19% were working and not in school. Fifty-two percent had pursued a college preparatory program while in school, and 64.3% had completed some postsecondary education below the bachelor's level. When asked how well high school had prepared them for their present job, 17% responded "more than adequately," 34.4% responded "adequately," and 13.9% responded "less than adequately." On a 5-point scale, the respondents rated their satisfaction with their job's location, working conditions, and career potential as 4.09, 3.88, and 2.86, respectively. The respondents offered the following recommendations: increase practical "real-life" courses, increase career guidance in planning for the future, raise teacher expectations for students, increase college preparatory/advance placement programs, and increase emphasis on developing writing skills. (Appended are the survey instrument, survey-related correspondence, and a survey cost summary. Seventeen figures/tables are included.) (MN)

ED 366 788

CE 065 672

Miller, Larry E.; Madou-Bangurah, Kabba  
Identification of Researchable Topics on International  
Agricultural Education. A Delphi Study.

PUB DATE- Dec 93

NOTE- 18p.; Paper presented at the American Vocational  
Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Accountability; Adult Programs; \*Agricultural  
Education; Community Development; Community Resources;  
Curriculum Development; Delivery Systems; Delphi Technique;  
Educational Administration; Educational Equipment; Educational  
Facilities; \*Educational Research; Financial Support; Foreign  
Countries; Global Approach; Inservice Teacher Education;  
\*International Education; Postsecondary Education; Program  
Evaluation; \*Research Needs; \*Research Opportunities; Secondary  
Education; Staff Development; Student Organizations; Supervised  
Occupational Experience (Agriculture); Teaching Methods; Womens  
Education; Youth Programs

A modified Delphi technique was used to identify topics in  
international agricultural education considered by eight  
experts on agricultural education to be areas needing research.  
All eight (100%) of the experts completed the first-round mail  
questionnaire, and seven (87.5%) completed the second and third  
rounds. Survey category areas were as follows:  
administration/supervision; curriculum development;  
communications/delivery methods; pedagogy/instructional  
methods; evaluation/accountability; youth/adult organizations;  
personnel staff development/inservice/preservice; community  
resource development; supervised occupational experience  
programs; research/development activities;  
facilities/equipment; women in agriculture development; and  
funding. A summary of topics receiving unanimous acceptance is  
as follows: role of technical assistance; nonformal programming  
factors; comparative studies; public/private linkages;  
effective institutional structures; developing nations'  
resource constraints; linkages with developing nations'  
agricultural universities; international agriculture knowledge

logically understanding a problem prior to attempting a solution. Steps in the top-down problem-solving method include the following: (1) identifying a need; (2) defining the problem; (3) developing ideas; (4) analyzing alternatives; and (5) evaluating a solution, leading either to development of additional ideas or solving the problem. Problem solving is a thinking skill that must be learned. Teaching it requires demonstration and practice. An effective way for students to improve their problem-solving skills is to work together (brainstorm), think aloud, learn from each other, and learn how others approach the same problems. Top-down problem solving lends itself well to almost any type of life's problems and, if taught at an early age, can provide children with a very useful tool for their entire education. (KC)

ED 366 806

CE 065 710

Young-Hawkins, La Verne; DeLeon, John  
Technology Education Teacher Preparation for Students at Risk.  
Preliminary Report of the Study.

PUB DATE- Dec 93

NOTE- 14p.; Paper presented at the Annual Conference of the  
American Vocational Association (Nashville, TN, December 3-7,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Demography; \*Dropout Prevention; \*High Risk  
Students; High Schools; Student Characteristics; Student  
Motivation; \*Teacher Attitudes; Teacher Characteristics;  
\*Teaching Methods; \*Technology Education; \*Vocational Education  
Teachers

A study was conducted to determine the role of technology teacher education programs in preparing new and experienced teachers for teaching and managing programs for students at risk of dropping out of school. The first part of the study focused on the methods of data collection and preliminary findings. Data were gathered through a self-administered instrument designed to determine teachers' perceptions regarding students who may be at risk that was developed and disseminated to 522 technology teachers in 14 states with the highest high school dropout rates. Approximately 25 percent (133) of the instruments were returned. The questionnaire elicited demographic data about the teachers and asked them to identify from a list of 30 teaching strategies those strategies that they used regularly with students at risk and to rank the effectiveness of each strategy. The demographic data showed the average respondent to be a white male, 41-45 years of age, with advanced credit beyond a master's degree. Responses showed that all of the teaching strategies were used by 50 percent or more of the teachers on a regular basis and were also listed as effective strategies by 50 percent or more of the teachers. The study also found that: about 40 percent of the respondents felt that their students fell into a full range of variability of intelligence; most teachers thought that the students lacked motivation; and one-third thought the students lacked academic achievement. Teachers thought that there should be a common program but that teachers should be encouraged to deviate from the program to accommodate individual students. The teachers felt strongly that individualization was one of the best methods of reaching at-risk students. (Contains 14 references plus a bibliography of 37 items.) (KC)

teachers more aware of the subtle gender-biased behaviors that can emerge during interactions between teachers and students in three typical settings: a teacher advising a student for upcoming registration, a rehearsal for a one-act play, and a typical day in an agriscience classroom and shop. The booklet begins with a brief introduction and a pretest for teachers to take before viewing the training session's three video segments, which deal respectively with various aspects of bias perpetuated by what teachers say, what teachers do, and what teachers allow others to do. The plots and main points raised during the three video segments are summarized. Presented next are sections on each of the three video segments. Each section contains the following: a list of gender equity statements demonstrated in that segment of the video, a brief discussion of the gender equity issues raised in the video segment, and a posttest devoted to the video segment. A glossary and brief reference list are included. Appended are the pretest and posttest answers. (MN)

ED 366 825

CE 065 743

Achieving Equity in the Secondary Schools of Texas...A Closer Look. Instructor's Supplement.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- Jul 92

NOTE- 80p.; For related booklet containing pre-test and post-test, see CE 065 742.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Attitude Change; Classroom Techniques; \*Curriculum Development; \*Equal Education; \*Inservice Teacher Education; Literature Reviews; Multimedia Instruction; Pretests Posttests; Questionnaires; Secondary Education; \*Secondary Schools; \*Sex Fairness; Sex Stereotypes; State Surveys; \*Statewide Planning; Teacher Attitudes; Teacher Behavior; Teacher Expectations of Students; Teacher Student Relationship; Videotape Recordings; Vocational Education

IDENTIFIERS- \*Texas

A study was conducted to identify those behaviors and practices of Texas secondary school teachers that perpetuate gender bias and stereotyping. A panel of 26 experts identified, selected, and prioritized sex bias and stereotyping issues prevalent in Texas through a two-round Delphi procedure. Together with information gathered from historical research on teacher attitudes and behaviors, the Delphi study results were used to develop a videotape and study guide to increase teachers' awareness of sex bias and stereotyping in their speech/actions. The video featured three segments (titled "Gender Stereotyping," "What Teachers Say," and "What Teachers Do and Allow Students to Do") portraying students and teachers in three common teacher-student encounters: a teacher advising a student for upcoming registration, a rehearsal for a one-act play, and a typical day in an agriscience classroom and shop. Recommendations for gender-fair teaching practices were also incorporated into each video. (This document includes 41 references, excerpts from one of the scripts, and a guidesheet for using the project-developed study guide and video to conduct a sex equity training session for teachers. Appended are the advisory committee workshop agenda, survey instruments, and issues related to each of the three video segments.) (MN)

ED 366 826

CE 065 744

of data gathered through the interviews showed that students involved in literacy education programs showed that it is necessary to determine the positions and motivations of all participants in order to protect the values held by the literacy programs. The analysis also showed that all participants bring different resources, experiences, perspectives, and benefits to a literacy program, and that recognizing and valuing these different contributions is central to understanding the nature of the program's relationship with the college and the community. Resistance to the program may be surprising to college students, but it can happen, according to the interviewees. Such resistance should be identified and dealt with. A good way to overcome resistance is to establish a collaborative partnership, according to the study. A model of a collaborative is suggested, along with action steps for setting up the partnership. (KC)

ED 366 844

CE 065 856

Missouri Vocational Education Annual Performance Report, 1993.

PUB DATE- Dec 93

NOTE- 123p.; For the 1988 report, see ED 301 773.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Disabilities; Educationally Disadvantaged; Educational Needs; \*Enrollment; High Risk Students; \*Job Training; Postsecondary Education; Program Descriptions; \*Program Implementation; Retraining; Secondary Education; \*State Programs; \*Vocational Education

IDENTIFIERS- \*Missouri

Missouri's vocational education delivery system provided a full range of programs, services, and activities for students in secondary, postsecondary, and adult institutions during fiscal year 1993. Some highlights of these activities are the following: (1) the system was composed of 418 local education agencies (LEAs), including 397 comprehensive high school districts, 12 community colleges, 7 four-year institutions, and 2 state agencies; (2) these LEAs offered coursework in six major occupational areas, including 175 subareas; (3) one of the major components of the delivery system is a network of 57 area vocational schools, strategically located throughout the state; (4) in FY 1993, more than \$22 million federal, \$36 million state, and \$71 million local funds were expended to support vocational education; (5) enrollment in vocational education programs included 116,427 secondary students, 66,816 postsecondary students, and 103,139 adults; (6) 84 percent of the students who were seeking employment were placed; and (7) specialized programs and services included 48 centers for high risk students, a system of industry-customized training, a network of 7 regional and 2 metropolitan centers providing a comprehensive program of services for single parents and displaced homemakers, and 21 formal assessment centers to serve students with disabilities and disadvantaged students. (This annual report presents activities and outcomes by titles, parts, and sections of the Adult Education Act and contains 25 tables that report the statistical data on enrollments, vocational follow-up activities, gender-based enrollment, and funding for the vocational education programs in Missouri.) (KC)

ED 366 845

CE 065 866

Riley, Jim

Farm Business Management Analysis. Unit I: Establishing a Farm

exaggerated and irrational fear of attending school. In this chapter, school phobia is distinguished from truancy, the incidence and consequences of school phobia are discussed, characteristics of school phobia are described, and types of school phobia are identified. The chapter concludes with an estimation that school phobia is found in approximately two percent of the school population. Chapter 2 looks at the etiology of school phobia, reviewing psychoanalytic theories, psychodynamic theories, the families of school phobics, and biological factors. Chapter 3 focuses on the evaluation and identification of school phobia. The use of decision matrices is explained, a rationale is given for using matrices, and procedures for using decision matrices are described. Chapter 4 concentrates on intervention techniques, providing an overview of intervention research and looking at issues such as forced school attendance; rapid treatment; medication, hypnosis, and relaxation treatments; and parent involvement. Chapter 5 presents six case histories of children with school phobias. Chapter 6 discusses prevention of school phobia and offers recommendations for training and research. Warning signs of school phobia, a sample student data sheet, suggested resources, and a sample handout on school phobia are appended. A subject index concludes the document. (Contains 142 references.) (NB)

ED 366 864

CG 025 210

Bloland, Paul A.  
An Appraisal of Student Development Research.  
PUB DATE- 19 Mar 91

NOTE- 10p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, Georgia, March 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- College Students; Higher Education; \*Research and Development; \*Student Development; Student Personnel Services

This document looks at the research that has been conducted on the student development concept and considers its nature, effectiveness, and deficiencies. Research in student development is defined as research that attempts to ascertain if a particular theory-based student development intervention or treatment resulted in the theorized effect or result. Also included is research that attempts to test or validate student development theory and research that deals with peripheral student development issues such as instrument design and validation; descriptions of conditions or programs; and philosophical ruminations about student development. A review of the research literature on the efficacy of student development interventions is summarized and its conclusions are discussed: that the amount of formal research on student development over a 14-year period (ending in 1987) was disappointing; that studies generally lacked control or comparison groups; and that evidence appeared to endorse the probability of a student development effect. The next section of the paper looks at research conducted since 1987. This more recent research conducted from 1987 through 1990 is then compared to research conducted from 1977 through 1980 and a set of 11 observations and recommendations is offered. (NB)

ED 366 865

CG 025 211

Hertel, Joseph B.



program evaluation. "A Survey of Condom Programs" (Leitman, Kramer, and Taylor) discusses the findings from a study of superintendents in 299 high-school and middle-school districts on condom availability programs. "The View from Schools: Four Focus Groups" (Greene) discusses the perspectives of four focus groups of urban and nonurban school superintendents and school board members. "Funding and Policy Options" (Brindis) looks at rules affecting public funding and describes several model programs and their funding streams. "Legal Issues" (Solomon) discusses the legal issues regarding condom availability programs in public schools. "Research and Evaluation" (Kirby) looks at findings from previous research and emphasizes the need for both research and evaluation into the effectiveness of condom availability programs in the schools. (NB)

ED 366 883

CG 025 229

Shaver, Michael  
Public Funding Resources for Alcohol and Other Drug Programs.  
Revised.

PUB DATE- May 93

NOTE- 32p.; A publication of the New Jersey Alcohol/Drug Resource Center and Clearinghouse.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Alcohol Education; College Students; \*Drug Education; \*Federal Aid; \*Financial Support; Higher Education; Prevention; \*Program Development; \*Public Support; Research and Development; Substance Abuse

In recent years there has been a remarkable increase in the number of alcohol and other drug education, prevention, and treatment programs in higher education and funding has not kept pace with program development. The purpose of this document is to help those unfamiliar with the process of funding development to identify possible resources and to gain basic ideas about how to begin the process of searching for support. It includes a simplified explanation of how to understand the "Federal Register" and the "Catalog of Federal Domestic Assistance (CFDA)," two large and often confusing documents where the process of seeking public funding begins. The guide covers only public funding sources (those available from government entities), although there are many other sources such as private foundations and trusts. For readers interested in exploring private funding, some helpful resources in this area are included. Following descriptions of the "Federal Register" and the CFDA are half-page descriptions of 19 public program resources and of 11 public research resources. A resource bibliography concludes the document. The Drug-Free Schools and Communities Act Amendments of 1989 are appended. (NB)

ED 366 884

CG 025 230

Molnar, Alex; Lindquist, Barbara  
Changing Problem Behavior in Schools.

PUB DATE- 89

NOTE- 194p.; A Joint Publication in the Jossey-Bass Social and Behavioral Science Series and the Jossey-Bass Education Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

learning with practical applications; specific, in-depth descriptions of the characteristics of human development from birth through age 8; vignettes and case studies in which teachers, caregivers, and children interact in different settings; an epilogue-case study which includes many vignettes designed to bring together all of the ideas in the book; and annotated book lists designed for each age and stage of development. Chapters in the book are: (1) The Broad Concepts of Literacy; (2) Foundations for Becoming Literate; (3) Frameworks for Observing Growth and Needs; (4) The First Year of Life: The Foundations of Literacy; (5) The Second Year of Life; (6) The Third Year of Life; (7) The Fourth Year of Life; (8) The Fifth Year of Life; (9) The Sixth Year of Life: Kindergarten; and (10) The Seventh and Eight Years of Life: Literacy and the School. The epilogue (Putting It All Together: Integrating the Language Arts in the Primary Classroom) concludes the book. (RS)

ED 366 903

CS 011 569

Gilles, Carol, Ed.; And Others  
Whole Language Strategies for Secondary Students.

PUB DATE- 88

NOTE- 204p.; Introduction and Theoretical Chapter by Dorothy J. Watson.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- \*Class Activities; Classroom Environment; Computer Assisted Instruction; Content Area Reading; Literature Appreciation; Newspapers; Reading Writing Relationship; Secondary Education; Secondary School Students; Theory Practice Relationship; \*Whole Language Approach

IDENTIFIERS- Graphic Organizers; \*Teachers Applying Whole Language

Intended for classroom teachers, this book presents classroom practices grounded in theory and focused on process. The first chapter provides the knowledge base that unifies the entire book and lays the foundation for whole language instruction. The second chapter discusses three classrooms that exemplify the whole language classrooms where the strategy lessons were developed--lessons were collected from Teachers Applying Whole Language, a grassroots organization that takes various names around the world. The third chapter contains answers to some questions most frequently asked about whole language. The major portion of the book consists of Part II, the strategy lessons. Chapters 4-9 present general strategy lessons, lessons using graphic organizers, content area strategy lessons, strategy lessons using newspapers and other sources, extended literature, and invitations to read and write. Each of chapters 4-9 is preceded by a discussion of the type and focus of the strategies included. Chapter 10 gives an overview of the place of computers in whole language classrooms. A discussion of parents as a support system in the reading process, four interview schedules, and bibliographies on theory, theory in use, books on books, and suggested books for secondary students are attached. (RS)

ED 366 904

CS 011 579

Durkin, Dolores  
Teaching Them To Read. Sixth Edition.

PUB DATE- 93

NOTE- 448p.; For the fifth edition, see ED 303 765.

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Computer Uses in Education; Elementary Education;  
\*Spelling; \*Spelling Instruction; Teacher Behavior; Teaching  
Methods

IDENTIFIERS- Error Monitoring

Learners in the school setting need to become proficient spellers. Pupils need to perceive purpose in learning to spell any given set of words. Learners need to attach meaning to ongoing activities and experiences, and appropriate learning experiences must be provided by the teacher to assist each pupil to achieve stated ends. A method for pupils to utilize in spelling words correctly involves: (1) pupils looking at words correctly; (2) pronouncing spelling words correctly; (3) practicing writing the word without looking at its correct spelling model; and (4) engaging in a variety of writing activities. Teachers need to emphasize that: the English language has numerous irregularly spelled words; selected learners have experienced considerable failure in learning the correct spelling of words; and undesirable attitudes toward spelling on the part of the pupils are difficult to change. There are diverse philosophical schools of thought on teaching spelling: essentialists believe that a given set of words can be identified which all pupils need to learn to spell; while "experimentalism" suggests that only those spelling words useful in functional writing experience should be mastered. Selected computer software and the computer can assist pupils to achieve well in spelling. (Nine notes are included; 12 references are attached.) (RS)

ED 366 926

CS 011 605

Alvermann, Donna E.; Comeyras, Michelle  
Gender, Text, and Discussion: Expanding the Possibilities.  
Perspectives in Reading Research No. 3.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 94

NOTE- 25p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Classroom Communication; \*Discussion (Teaching  
Technique); Elementary Secondary Education; Feminism; Higher  
Education; Interpersonal Communication; Language Role; \*Sex  
Differences; Teacher Behavior; Teacher Student Relationship  
IDENTIFIERS- \*Communication Behavior; Discourse Communities

This paper argues that classroom discussions are important sites of investigation, not for the purpose of identifying and prescribing effective discussion strategies, but for understanding why particular discursive strategies tend to dominate classroom talk and what might be done to alter such practices. The paper is grounded in feminist postmodernist thinking, which seeks to continue the struggle against sexism while developing new paradigms of social criticism. The paper is divided into three sections. The first section explains what is meant by discursive practices and then identifies predominant discursive practices associated with classroom discussions of texts. In the second section work on text-based classroom discussions is examined for instances of how

DI - Constructivism (Learning); \*Curriculum Development;  
\*Curriculum Problems; \*Curriculum Research; Elementary Secondary  
Education; \*English Curriculum; \*English Instruction; \*Language

The typical approach to curriculum in the English language arts fits well with the traditional, content-centered approach to instruction. Such an approach to curriculum, however, is appropriate to a pedagogy that construes knowledge as fixed and transmittable but inappropriate to a pedagogy that views learning as constructed by the learner rather than inherited intact. The sense of an appropriate domain for conversation is at the center of an ongoing set of studies at the National Research Center on Literature Teaching and Learning. The research focuses on what guides teachers' decisions about curriculum. What is emerging is a view of curriculum as defining a domain for culturally significant conversations into which teachers want students to be able to enter. Four principles of effective curricular conversations are: (1) an effective curriculum must be built around language episodes of high quality; (2) an effective curriculum requires an appropriate breadth of materials to sustain conversation; (3) the parts of an effective curriculum are interrelated; and (4) for a curriculum to be effective, instruction must be geared to helping students enter into the curricular conversation. English language arts educators need to develop new ways to talk about curriculum, ways that will further attempts to implement a constructivist pedagogy rather than frustrate them. (Contains 27 references.) (RS)

ED 366 946

CS 214 191

Langer, Judith A.

A Response-Based Approach to Reading Literature. Report Series 6.7.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

PUB DATE- 94

NOTE- 16p.; Submitted to "Language Arts."

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Classroom Environment; \*Critical Reading; Instructional Effectiveness; Reader Response; Secondary Education; Teacher Attitudes; \*Teacher Role; \*Teaching Methods; Writing Research

IDENTIFIERS- Aesthetic Reading; \*Response to Literature

As teachers experiment with the many related types of response-centered approaches (including whole language and literature-based instruction), many are uncertain about the place of instruction in these paradigms and their role in it. For pedagogical purposes, it is unproductive to conceptualize the teaching and learning of reasoning in general terms. In fact, there are basic distinctions in the ways readers and writers orient themselves toward making sense when engaging in the activity for literary or discursive purposes. A 6-year study examined the new kinds of knowledge and strategies teachers rely on as their focus shifts from a primary concern with text content and "received" interpretations to ways in which their students contemplate, extend, reflect on, and defend and hone their own growing understandings. Some general guidelines for instruction and a framework of optional teaching strategies the teachers had internalized to replace their older options for literature instruction grew out of the project. In the

of process-based writing, this book addresses each stage of the writing process, with emphasis on the recursive and overlapping nature of these stages. Numerous related model activities at the end of each chapter show how to develop the writing process, while expanding the writer's knowledge base and providing opportunities for the writer to think critically. Content from across subject areas is included in the model activities with an intent to strike a balance between knowledge and thinking. Chapters in the book are: (1) The Stages of the Writing Process and Their Recursive Nature; (2) Teacher Expectations and Mental Rehearsal for Successful Writing; (3) Prewriting: Generating and Planning; (4) Drafting and Translating; (5) Sharing the Draft: Conferring and Responding; (6) Revising and Editing; (7) Technology and Composing; (8) Modes of Publishing; (9) Journal Writing: A Heuristic Activity; (10) Metacognitive Awareness and Self-Monitoring; (11) A Portfolio Approach to Assessment and Other Types of Evaluation. (RS)

ED 366 966

CS 214 217

Baron, Dennis

Guide to Home Language Repair.

PUB DATE- 94

NOTE- 174p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*English; Error Correction; \*Grammar; Language Role; \*Language Usage; Plagiarism; Spelling

IDENTIFIERS- \*Educational Issues; English Teachers; Politically Correct Communication; Taboos; Words

This book examines Americans' obsession with grammar and usage, and how the flexibility and fluidity of the English language affect notions about what is and is not "correct" English. Confronting the popular image of the English teacher as a card-carrying member of the language police, the book takes a critical look at past and present attempts to play off the linguistic fears of Americans (i.e., modern usage guides). Issues such as whether the English language is dying, double standards and plagiarism, political correctness and language taboos, and the relevance of spelling bees in this age of spell checkers, are examined. The book also presents the "five best words of the 80s," the most important words of 1990, the best words of 1991, and new words for 1992. (NKA)

ED 366 967

CS 214 218

Bishop, Wendy, Ed.; Ostrom, Hans, Ed.

Colors of a Different Horse: Rethinking Creative Writing Theory and Pedagogy.

PUB DATE- 94

NOTE- 346p.

LANGUAGE- English

EDRS Price- MF01/PC14 Plus Postage.

PUB TYPE- Collected Works - General (020), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Environment; \*Creative Writing; Higher Education; \*Instructional Effectiveness; Instructional Innovation; Professional Development; \*Rhetoric; Theory Practice Relationship; \*Writing Laboratories; \*Writing Teachers

strong alliance with the industry, and there remained in place a number of alternative routes into journalism and a number of different philosophies of journalism education. Unlike other professions, in which a strong professionalizing coalition made up of practitioners and educators was able to create a system of restricted professional education, in journalism no such coalition emerged. (Sixty-one notes are included.) (RS)

ED 366 987

CS 214 239

McIntyre, Ellen  
Teaching and Learning Writing Skills in a Low-SES, Urban Primary Classroom.

PUB DATE- Dec 93

NOTE- 66p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993). Child's journal samples may not copy clearly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Classroom Research; \*Instructional Effectiveness; Journal Writing; Primary Education; Team Teaching; Urban Education; Whole Language Approach; \*Writing Instruction; Writing Research; \*Writing Skills

IDENTIFIERS- Descriptive Research; Emergent Literacy; Error Monitoring

A study investigated how writing skills were taught and learned in one low-SES, urban, whole language primary classroom. Participants were three teachers who team-taught a group of primary-age children and 11 children who were considered conventional writers, 3 of whom had learning disabilities. Teachers and children were observed twice a month for a school year during literacy instruction, and six visits were tape-recorded. Children's writing folders and journal entries were collected in September and compared to their writing samples from spring. Five writing skills (fluency, a sense of audience and purpose, organization, use of written language, and use of lively or engaging language) were examined holistically, and the skills of using compound or lengthy sentences, end mark punctuation, capitalization, and spelling were examined through word and sentence counts and error rates. Results indicated that the teachers were effective in helping the children with some skills but not others. While they changed their instruction mid-year to meet the needs of learners, their instruction was not always a part of the children's writing. More opportunities for editing and publishing and more direct, explicit instruction on particular skills may be needed for some of the children. (Two tables of data are included; 79 references, scoring rubrics for students' journal entries and for letters, sample scoring for a journal entry and a letter, a narrative account of one portfolio examination, and pre- and post-journal writing exercises for one child are attached.) (Author/RS)

ED 366 988

CS 214 240

Burkhalter, Nancy  
How Persuasive Writing Aids Critical Thinking.

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

IDENTIFIERS- Directing (Theater); \*Drama in Education; \*Middle School Students; Parent Surveys

A study determined whether first year middle school drama students in a talented, magnet program were able to demonstrate more credible characterization in a scene study project after they had been taught some basic directing methods. These methods included blocking (the movements of the actor) and beat breakdowns (the small acting units in a play). Students' initial understanding of scene study elements were measured in order to show a rate of change after exposure to this teaching approach. An evaluation was developed and administered to determine the effectiveness of the student's characterization in the scene presentation. Most books about acting assume that actors have basic knowledge of blocking and scene breakdowns and thus tend to ignore or give little detailed information about such topics. Results revealed a marked improvement in student actors' characterizations after they have been introduced to basic directing principles. A number of other discoveries were substantiated through the pre-and posttests and through parent surveys. These include students': (1) positive attitudes toward acting; (2) belief that memorization of lines was not the most important element in scene study; (3) higher regard for teacher evaluation than for grades; (4) greater problem-solving ability; and (5) improved cooperation between scene partners. (Nineteen references and 13 appendixes presenting survey/evaluation instruments are attached.) (SAM)

ED 367 007

CS 508 462

Kelch, Beverly Barnes

Understanding of Humanistic Values through Drama.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.

PUB DATE- 92

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Class Activities; Communication Research; Discussion (Teaching Technique); \*Drama; \*Group Dynamics; High Schools; High School Students; \*Humanistic Education; Role Playing; Values; \*Values Education; Writing Assignments

IDENTIFIERS- \*Drama in Education; Kohlberg (Lawrence); Philadelphia School District PA

A study used discussion, role playing, writing, observation and evaluation to assess students' understanding of humanistic values as experienced in three pieces of dramatic literature. Subjects, a selected group of 14 eleventh-grade students enrolled in a creative and performing arts magnet school in Philadelphia, Pennsylvania, used "Our Town" by Thornton Wilder, "No Exit" by Jean Paul Sartre, and "Cacophony" by Beverly Barnes Kelch to explore their values. Data included interviews, student and teacher logs, discussions, observations, and audio and video taping. Results indicated that the group acquired the properties of Group Dynamics, as described by Lawrence Kohlberg, including: a shared background; a participation pattern in which nearly all students usually contributed and a communication pattern marked by students speaking on any subject suitable for public disclosure; a great deal of growth in group cohesion; a nearly always warm, friendly, and accepting atmosphere; standards (such as "be polite to others"; and significant changes in the patterns of how the students felt about each other. Results also indicated that one student was in stage 1, five students were in stage 2, four students

Experience; Workshops

IDENTIFIERS- \*Media Education; Professional Concerns

Mass communication programs can focus on concepts, philosophies and the ability to synthesize information while providing education and experience for entry-level jobs in mass media industries. "Hands-on" instruction, in the form of media workshops and internships, have the ability to stimulate a student's involvement in the learning process. The purpose of experiential learning should be the application and integration of concepts and philosophies that students acquire in the traditional classroom experiences. The media industry often expect a steady supply of inexpensive or free labor from media education programs. Students need to bring an attitude to internships that prevents them from blindly accepting the status quo. Interns should get a complete picture of the corporate structure of the facility, get experience in a wide variety of tasks in a number of job categories, and have an observational proximity to view technology, technical processes, creative work, and decision-making. Students who expect to go on to graduate school, who cannot afford to live independently while interning, or who are locked into rigid schedules can get experiential learning through workshops or laboratories. Media laboratory classes benefit those whose career interests have not yet crystallized and for those who do not feel that a career in traditional media organizations is attractive. Experiential learning provides practical information students need to get entry level jobs, but could also provide evidence to justify the existence of the media program. (RS)

ED 367 027

CS 508 484

Voight, Phillip

Topicality Standards in CEDA Debate.

PUB DATE- Nov 93

NOTE- 26p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Debate; \*Evaluation Methods; Evaluation Problems;

Higher Education; \*Judges; \*Persuasive Discourse; Standards

IDENTIFIERS- Cross Examination Debate Association;

Intercollegiate Debate Topic; \*Topicality Arguments

One way to improve topicality debates in CEDA (Cross Examination Debate Association) debate would be to thoroughly study the field contextual meanings of propositional phrases prior to submitting them to a vote. Judges need to reward exemplary arguments and "punish" poor arguments by substantially lowering a team's speaker points for presenting such arguments. Well planned topicality arguments are as research-intensive as disadvantages or counterplans and require the same attention to organization and structure. While not a panacea, a reinvigoration of the importance of topicality argumentation could help restore the balance between impact-oriented arguments and case-specific refutational styles. Absent a plan statement, debate critics could evaluate topicality in the same fashion as "extra-topicality" arguments would be evaluated in a policy format. Topicality standard debates are generally not well presented. Confusion arises in two broad areas concerning topicality standards: the host of arguments that masquerade as "procedural" questions; and arguments that are related to the



physical well-being of students. Chapters on each goal provide benchmarks and detail what Ohio needs to do and what individual citizens can do. Five tables and four figures are included. (LMI)

ED 367 047

EA 025 603

Tomlin, Michael E.  
Redefining the Public Education Industry.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Educational Change; Elementary Secondary Education;  
Industrial Structure; Organizational Change; \*Organizational  
Development; \*Organizational Theories; Productivity; \*Public  
Education

This paper argues that public education, as a contemporary industry, is more like business than any other organization. The traditional view of education defines the student as customer, the teacher as worker, teaching and learning as the products, and school boards as overly influential. An alternative paradigm is presented that defines school board members as the elected representatives of the customers of education--local business and parent groups. The product is preparedness, which has been paid for in advance by the customers. Students, in this paradigm, are not the customers, but the workforce of the American public schools. The customers are those who receive the end product of education's services; i.e., parents, higher education, business, government, and society. Teachers are not the labor force, but managers of the workers and the work. It is argued that these new definitions will allow the industry of schooling to move forward as never before. (LMI)

ED 367 048

EA 025 610

Hamm, Jarold D.  
Drawing a New Picture: Describing the Work of Exemplary  
Curriculum Directors.

PUB DATE- Feb 94

NOTE- 33p.; Paper presented at the Annual Meeting of the  
Washington Association for Supervision and Curriculum  
Development (Spokane, WA, February 3-5, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Effectiveness; \*Curriculum  
Development; \*Educational Administration; Elementary Secondary  
Education; \*Leadership Styles; Organizational Climate;  
Organizational Development; Work Environment

This paper presents findings of a study that described the work of four exemplary district-level administrators for curriculum and instruction (curriculum directors). Data on the four curriculum directors in a northwestern state were derived through structured and unstructured interviews, participant observation, and document analysis. The work of the curriculum directors was synthesized into the following categories: (1) communication; (2) curriculum and instruction; (3) program responsibility; and (4) technical expertise. Contextual factors, which shaped the administrator's work, included

This manual provides a structure for professionals to work collaboratively with families in selecting outcomes for their special needs children. It does so through presenting a family-centered intervention approach to conducting the Individualized Family Service Plan or Individualized Educational Program meeting. Part I provides an introduction and a chapter on the rationale for the process. Part II devotes one chapter to each of the five stages in developing a family-centered intervention plan (FCIP): preparation, assessment, outcome selection, outcome writing, and review. The final section discusses issues and implications for intervention practices, including cultural issues, transdisciplinary principles, the role of the family and the service coordinator, and personnel preparation. The text uses a checklist approach to describe practices and remind professionals about aspects of care that are essential to a family-centered approach. Appendices offer reproducible forms and checklists and a detailed case example of the FCIP process. (References accompany each chapter.) (JDD)

ED 367 069

EC 302 748

Ysseldyke, James E.; And Others

Parents of Students with Disabilities and Open Enrollment: Characteristics and Reasons for Transfer. Research Report No. 5. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Apr 92

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Black Students; \*Decision Making; \*Disabilities; Elementary Secondary Education; Family Characteristics; Family Income; \*Free Choice Transfer Programs; Parent Attitudes; Rural Areas; \*School Choice; State Surveys; \*Student Characteristics; Transfer Students; Urban Areas

IDENTIFIERS- African Americans; \*Minnesota

This report examines the characteristics of students with disabilities who participate in Open Enrollment (one of seven enrollment options available in Minnesota), the reasons they participate, the sources of information, and the decision-making process involved in choosing another district. A survey was conducted of 219 families of students with disabilities who had applied for the open enrollment option for the 1990-91 school year. The study found that students accessing open enrollment were distributed rather evenly across family income levels, elementary and secondary levels, and rural and metropolitan locations. There was no open enrollment participation of African-American students with disabilities. Reasons often cited by parents for transferring their child were: the child's special education needs being better met at the new district; more personal attention from the teacher; and dissatisfaction with the resident school. How these reasons differ as a function of disability category, location, grade level, and parents' income or education level was also examined. (Contains 14 references.) (Author/JDD)

ED 367 070

EC 302 749

Becker, Katharine E.

Increasing the Accuracy of Reading Decoding Skills Exhibited by Hearing-Impaired Students with the Use of a Sound/Letter Unit Instructional Approach.

PUB DATE- Oct 91

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Behavior Disorders; Behavior Problems; \*Behavior Rating Scales; Classification; Definitions; \*Disability Identification; \*Educational Diagnosis; Elementary Secondary Education; Eligibility; Prereferral Intervention; Social Adjustment; \*State Standards; Student Adjustment; \*Student Evaluation

IDENTIFIERS- \*Utah

This handbook is intended to serve as a procedural guide for Utah school districts to improve the assessment and classification process for students who are behavior disordered. The handbook reviews Utah's definition of behavior disorders and explains some of the ambiguous terminology in the definition. The topic of social maladjustment is examined, along with its relationship to the behavior disordered classification. Types of behavior problems most often classified and served in programs for students with behavior disorders are reviewed. Fundamental principles and practices of educational and psychological assessment are presented. Using that as a base, best practices for assessing students who may be classified as behavior disordered are identified. The practices stress the importance of evaluating current instructional conditions, documenting educational and social adaptive behavior, and implementing prereferral interventions. The handbook then concludes with a checklist to be used in making decisions about the classification of students with behavior disorders. Appendixes outline an observation system and list rating scales for school and home behavior disorders and for social skills assessment. (JDD)

ED 367 091

EC 302 792

Selection of Least Restrictive Behavioral Interventions for Use with Students with Disabilities. Appendix H to the Utah State Board of Education Special Education Rules.

PUB DATE- Jun 92

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Behavior Modification; \*Behavior Problems; Civil Liberties; \*Disabilities; \*Discipline Policy; Due Process; Educational Policy; Elementary Secondary Education; \*Intervention; Legal Responsibility; \*State Standards; Student Rights

IDENTIFIERS- \*Utah

The purpose of these Utah behavioral intervention policies and procedures is to provide state-of-the-art guidelines for educators dealing with the behavior problems of students with disabilities. The standards serve to assure that students have access to effective education procedures and due process, and that school districts minimize their risk of being involved in due process hearings and litigation. The guidebook describes the functions, composition, and responsibilities of the Utah

Youth

IDENTIFIERS- \*Illinois; \*Permanency Planning (Foster Care)

This paper examines the role that public policy and practice play in supporting the efforts of natural, adoptive, and foster families who have children and youth with disabilities in keeping their families intact. Obstacles and barriers to implementing the philosophy of permanence planning, especially for children and youth with disabilities, are discussed. The paper: (1) describes programs sponsored by various state and private agencies that have overcome these barriers; (2) reviews Illinois expenditures in family support, showing that there is a need to increase fiscal and program effort; (3) discusses services for children and youth who are removed or placed out of their natural homes, but for whom adoption, foster care, or other alternatives to institutional care have not been made available; (4) contends that the state's extensive use of out-of-home placements not only works against the goals of permanence planning, but diminishes the state's ability to fund supports and services that would enhance the ability of families to keep children at home; (5) outlines concerns related to the risk of child abuse in out-of-home placements versus the risk of abuse in family homes; and (6) offers excerpts from state reports on government-funded residential facilities that provide residential services and active treatment for persons under 22 years of age. Fifteen recommendations for Illinois policy development are presented. Appendices contain an annotated bibliography, a list of licensed children's facilities, and descriptions of deficiencies cited in surveys of state facilities. (Contains 48 references.) (JDD)

ED 367 111

EC 302 818

Ninness, H. A. Chris; And Others  
Assessment and Treatment of Emotional or Behavioral Disorders.  
PUB DATE- 93

NOTE- 168p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For  
Practitioners) - Non-Classroom Use (For Administrative and  
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-  
Classroom situations) (055)

DESCRIPTORS- Behavioral Science Research; \*Behavior Disorders;  
Definitions; Educational Principles; Elementary Secondary  
Education; \*Emotional Disturbances; Etiology; Evaluation  
Methods; \*Interpersonal Competence; \*Intervention; \*Self  
Control; Self Evaluation (Individuals); \*Self Management;  
Social Adjustment; Socialization; Student Evaluation; Teaching  
Methods; Therapy; Training Methods

This book focuses on the development of principles and treatment procedures that enable special education teachers to teach students with behavior disorders how to control their own social and academic behavior in the school setting. Recommended treatment is largely based on a self-management and social skills training model. The first chapter addresses why the treatment procedures within this model are necessary. Chapter 2 describes the origins of disordered behavior in children. Chapters 3 and 4 discuss how to assess the problem behaviors of students with behavior disorders. Chapters 5 and 6 are devoted to developing the framework in which the treatment procedures are actually implemented. These chapters provide extensive detail regarding the history and development of social skills and self-management training. They describe the complexities

This report examines the transferability of five indirectness strategies realized by the "conventions of usage" of Japanese indirect requests when Japanese learners of English realize English indirect requests in four situations. Subjects representing two proficiency groups--beginning/intermediate and highly advanced--were asked to undertake an acceptability judgment task for five indirect request expressions in Japanese and English, respectively, for each situation. The transferability rate was computed for each situation by subtracting the acceptability rate of the English indirect request from the acceptability of the corresponding Japanese indirect request. The obtained transferability rate was considered as representing the psycholinguistic markedness of each strategy, which determined its language-specificity/neutrality. The results indicate that contextual factors played a major role in determining transferabilities at the pragmatic level. Furthermore, some proficiency effects on the transferabilities of those indirectness strategies were identified. Based on those findings, further attempts were made to explore what kind of contextual factors were most likely to affect transferability. (Contains 16 endnotes and 51 references.) (Author/AB)

ED 367 129

FL 021 482

Jacobs, George M.

Integrating Environmental Education in Second Language

Instruction. Occasional Paper No. 46.

PUB DATE- 93

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques;

\*Controversial Issues (Course Content); Cooperative Learning;

Curriculum Design; \*Curriculum Development; Educational

Objectives; Elementary Secondary Education; \*Environmental

Education; Foreign Countries; Global Approach;

\*Interdisciplinary Approach; School Community Relationship;

Second Language Instruction; \*Second Languages

IDENTIFIERS- Learner Centered Instruction

Integration of environmental education and second language

instruction is discussed, with two purposes: to describe

educators' efforts to protect the planet's deteriorating

environment, and to explore what destructive attitudes and

actions that have led to environmental devastation have their

counterparts in language education methods. The intended result

is to heighten students' environmental awareness, knowledge,

appreciation, and protective efforts through learner-centered

instructional approaches, including learner-generated

materials, cooperative learning, encouragement of creativity,

integration of subject areas, and involvement with the

community. The paper has three main sections. First,

environment education is described and placed in the context of

a global approach to education. Controversies in environmental

protection are discussed briefly here. Second, the

psychological and linguistics roots of a learner-centered

approach to education are contrasted with those of a teacher-

centered approach, and learner-centered classroom techniques

are described. The third section contains environmental

activities for second language learners using a learner-

centered approach, including songs, data-based exercises,

problems in decision-making, and making resolutions about

evaluation plan. The three subsequent phases of the evaluation are to include: (1) another seminar to define communication channels, introduce more sophisticated analytical and reporting procedures, and begin national level studies; (2) review progress, expand use of formative evaluation throughout the country, and provide consultation in data collection to the states; and (3) preparation of the final report and recommendations. Topics identified by the different states for investigation in the evaluation project are noted. The most common are aspects of classroom management, teaching methodology, and learning. State officers' perceptions of what they have learned about evaluation and about the curriculum's implementation in the project's first two phases are summarized. (MSE)

ED 367 152

FL 021 874

Nunan, David

Second Language Proficiency Assessment and Program Evaluation.

PUB DATE- 91

NOTE- 15p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Criterion Referenced Tests; Educational Objectives; Evaluation Criteria; Foreign Countries; \*Language Proficiency; \*Language Tests; \*Program Evaluation; Second Language Instruction; \*Second Language Programs; Student Evaluation

A discussion of the role of second language proficiency assessment in the evaluation of language programs argues that for four reasons, the use of proficiency is inappropriate as a central element in evaluation. The reasons are: (1) the construct of proficiency has not been operationalized in a way that enables it to be used usefully; (2) criterion-referenced measures of achievement are of more practical utility than are statements of proficiency not tied to specific program goals; (3) regardless of the terms in which learner outcomes are to be defined, comprehensive program evaluation requires the collection, interpretation, and evaluation of data relating to a range of processes and elements operating within a particular educational context, not just learner outcomes; and (4) process data is needed to interpret outcomes data. A number of practical suggestions for program evaluation, and sample instruments, are offered. (MSE)

ED 367 153

FL 021 875

Mackay, Ronald

How Program Personnel Can Help Maximize the Utility of Language Program Evaluations.

PUB DATE- 91

NOTE- 13p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Administrator Role; Classroom Research; Evaluation Methods; Foreign Countries; \*Information Utilization;

is then introduced into instruction, along with strategies of invention, editing and proofreading, details of conventional usage, and genre. In 1992, when non-native speakers were first enrolled in the course, a study was undertaken to test the idea that the two groups could be successfully integrated in the course. Subjects were 33 non-native speakers, of varied linguistic backgrounds, and 65 native speakers of English. Performance of the groups on the initial diagnostic assignment, course work, and final examination was compared. Results indicate that in general, native speakers attained higher grades but non-native speakers showed significant gains. However, a specialized course for non-native speakers is recommended. (MSE)

ED 367 172

FL 021 897

Olivares, Rafael; Lisi-Pawlak, Clorinda  
Teaching Language Minority Students through the Newspapers.

PUB DATE- 91

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Communication;

Elementary Secondary Education; \*English (Second Language);

Instructional Effectiveness; Instructional Materials; Language

Skills; \*Limited English Speaking; \*Literacy Education; Native

Language Instruction; \*Newspapers; Second Language Instruction;

Skill Development

The newspaper can be a stimulating and effective teaching resource in the English-as-a-Second-Language (ESL) classroom, bilingual classroom, or any class with limited-English-proficient (LEP) students. ESL teachers can use English-language newspapers to teach both basic language skills and content areas (math, science, social studies). Mainstream classroom teachers with LEP students can use newspapers to provide situations for second language learning. Small-group work can provide LEP students with a learning environment conducive to comprehension and production in an academic setting. The materials can also provide varied opportunities for creative communication between LEP students and classmates. Native-language newspapers can be used to develop first-language literacy skills in the bilingual classroom or to explore ethnicity. For early elementary grades, activities should be hands-on and theme-oriented: for example, searches for foods and for letters with which their names begin. In upper elementary grades, comics can be used in a variety of creative exercises. Junior high school students might enjoy using sports and entertainment sections. At the high school level, care must be taken that materials and activities are appropriate to young adults. Newspapers can both develop language skills and provide exposure to mainstream culture. (MSE)

ED 367 173

FL 021 898

Short, Deborah J.  
Integrating Language and Culture in Middle School American  
History Classes. Educational Practice Report 8.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 93

resources development (HRD): the institutional perspective on learning for development, the key actors in HRD, and the role of HRD in improving individual and organizational performance. The papers are: "Human Resources Development and Adjustment" (Kanaawaty); "People-Oriented Policies: A Diagnostic Human Framework" (Fyfe); "Development of Management Capacity in the Public Service" (Corkery); "Organizational Adaptation and the Role of Training" (Gooderham, Lund); "Training for Success: The National Training Awards--Lessons for British Business" (Tolley); "Trainer Skills for New Ways of Learning in Organizations" (Dixon); "Structuring the Line Manager into HRD" (Mann); "Involving Managers in Staff Development: A Jamaican View" (King); "Management Development: An African Perspective" (Jones); "Policy Parameters for Public Service Training in India" (Bhattacharya); "Developing Graduates in Ghana" (Bonsu); "Action Learning as a New Idea" (Jones); "Action Learning--Encountering Chinese Culture" (Pun); "Donor Delivery Style, Learning and Institutional Development" (Sahara); "Designing the Learning Organization: Building Learning Abilities into Organizations" (van der Zee); and "A Maverick Manifesto: Credo for the Professional Teacher" (Nandy). The bibliography lists 219 references, and several articles also include substantial bibliographies. Twelve figures and 15 tables are included. (MN)

ED 366 714

CE 064 231

Tracey, William R.

Designing Training and Development Systems. Third Edition.

PUB DATE- 92

NOTE- 532p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; Behavioral Objectives; Criterion Referenced Tests; Curriculum Development; Delivery Systems; Educational Equipment; Educational Strategies; Evaluation Criteria; \*Instructional Design; Instructional Development; Instructional Materials; \*Labor Force Development; Material Development; Needs Assessment; Program Costs; Program Design; Program Evaluation; Program Implementation; \*Staff Development; \*Systems Approach; Trainees; \*Training; \*Training Methods

This book presents a systems approach to developing a comprehensive training and development program. It is addressed primarily to human resources development (HRD) managers and training and development practitioners in either the public or private sector, and it may also be useful to individuals responsible for developing instructional programs or evaluating the effectiveness of training and development activities. It contains 22 chapters. The following topics are covered: understanding the dimensions of training and development, challenges and issues, using a systems approach to training and development, implementing a development strategy, assessing training and development needs, collecting and analyzing job data, constructing criterion measures, constructing evaluative instruments, writing training objectives, choosing a delivery system, selecting and sequencing content, selecting and using training strategies and media, developing and validating training materials, determining equipment requirements, selecting and training instructors, producing training documents, selecting trainees, conducting training, administering and analyzing criterion measures, evaluating training systems, following up graduates, and calculating costs and benefits. A rating scale for evaluating proposals for contract training and list of 99 hardware and software sources



references are included. Included in 17 appendixes are the following: detailed demographic information on union members/nonmembers; information on the attitudes of labor unions, big business, and the Democratic and Republican parties; and the interview guide.) (MN)

ED 366 733

CE 065 342

Stevenson, Marshall F., Jr.  
Challenging the Roadblocks to Equality: Race Relations and Civil Rights in the CIO 1935-1955.

PUB DATE- 91

NOTE- 67p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Adult Education; Black History; Black Organizations; \*Civil Rights; Employer Employee Relationship; Equal Protection; \*Grievance Procedures; Labor Demands; Racial Discrimination; \*Racial Relations; Union Members; \*Unions  
IDENTIFIERS- African Americans; \*Congress of Industrial Organizations; Labor Studies

In the early 1940s the Congress of Industrial Organizations (CIO) created its Committee to Abolish Racial Discrimination (CARD), whose members were pioneers in the attempt within the U.S. labor movement to overcome the divisiveness of racial discrimination. Although the CIO's racial policies were a significant advancement over those of the American Federation of Labor, racial discrimination plagued the CIO during its entire existence. The origins, evolution, and administration of CIO racial policy at the international level, within four major affiliates, and within several smaller CIO unions showed both the successes and failures of those policies. Even if CIO leaders naively accepted the importance of including black workers, they realized by 1942 that the dynamics of physical integration were quite complex and required a great deal of deliberation. The creation of CARD was the major bureaucratic attempt by CIO leaders to move beyond the rhetoric of racial equality within the organization. However, no matter what the CIO did in regard to racial discrimination, African Americans inside and outside the labor movement consistently considered the merit and necessity of an independent black labor interest group. Despite all its achievements, CARD was unable to remove completely the misgivings many blacks had about the CIO's commitment to challenging the roadblocks to racial equality because of a hesitancy to implement an aggressive and militant policy of redressing racial grievances. (Contains 84 endnotes.) (YLB)

ED 366 734

CE 065 544

Kroll, Philip R.; And Others  
Union-Management Cooperation: A Process for Increasing Worker Autonomy and Improving Work Group Effectiveness.

PUB DATE- 92

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Adult Education; Cooperation; \*Employer Employee Relationship; \*Job Satisfaction; \*Labor Relations; Organizational Climate; Organizational Development; \*Participative Decision Making; Personal Autonomy; Quality of

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Art Education; \*Educational Objectives; High Schools; \*Integrated Curriculum; Interdisciplinary Approach; \*Trade and Industrial Education

IDENTIFIERS- \*Applied Arts

Ohio Hi-Point Joint Vocational School (JVS) has developed a comprehensive art program within the vocational setting. Selected trade and industrial programs at the school, as well as programs in agriculture and home economics, incorporate art instruction. The goals of the applied art program are as follows: to give students the opportunity to recognize, analyze, and apply elements and principles of design within their specific vocational program; to help students gain an understanding of the advertising design process and gain hands-on experience in developing basic advertising designs; to enable all students to develop technique and skills in a variety of media (including graphite, colored pencils, collage, screen printing, mixed media, lettering, sign making, three-dimensional media); to teach students art skills that apply directly to their specific vocational field; and to give students the opportunity to develop a portfolio suitable for job placement. At present, applied arts instruction is integrated into the following courses at Ohio Hi-Point JVS: auto body repair, animal care and production management, building maintenance, careers with children, law enforcement, and printing and graphics. (MN)

ED 366 753

CE 065 588

Hughes, Matthew

Promoting Middle Schoolers' Understanding of the World of Work.

PUB DATE- Dec 93

NOTE- 7p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Counseling; Career Development; \*Career Education; \*Career Exploration; \*Educational Objectives; Educational Research; Education Work Relationship; Intermediate Grades; Junior High Schools; \*Middle Schools; Teacher Attitudes

A study identified major goals of middle-grade education as perceived by scholars of early adolescent education and those activities and learning experiences in career-oriented education program areas experts perceived as promoting achievement of the goals. Thirty-nine scholars indicated on a Likert-type scale their level of agreement regarding whether 15 goals identified from the literature should be considered major goals of middle-grade education; 18 major goals were identified. Thirty-five exemplary middle-grade career program teachers listed the activities/learning experiences within their program areas that they perceived as promoting achievement of each goal; 103 items were synthesized from the instruments. Three rounds of a modified Delphi technique identified those items that experts perceived as promoting achievement of major goals of middle-grade education. Six activities were identified: students individually carry out a program of planned, hands-on activities designed to investigate roles of workers in occupations; students receive instruction aimed at identifying occupations within career areas; students receive instruction regarding the roles of workers in

level course of study. Further identification of competencies and content for the postsecondary level of the program was left for the subsequent project year. The possibilities for articulation between the broad-based intergenerational tech prep program area and that of previously developed tech prep programs with narrower occupational foci were analyzed, and curriculum materials for the new program were developed. Work to establish a vehicle for communications between consortia throughout Texas that are currently implementing or planning tech prep intergenerational programs was also begun. (MN)

ED 366 771

CE 065 613

Lovelace, Bill E.; LaBrecque, Suzanne V.  
Assessment of Competency-Based Instruction. Summary Report.  
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.  
Div. of Community and Technical Colleges.

PUB DATE- 30 Jun 93

NOTE- 118p.; For the final report, see CE 065 614.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; Community Colleges;

\*Competency Based Education; \*Educational Assessment; Models;

Pilot Projects; Public Colleges; Questionnaires; State Surveys;

\*Statewide Planning; Tables (Data); Teacher Attitudes;

\*Technical Institutes; Two Year Colleges; \*Vocational Education

IDENTIFIERS- \*Texas

The extent to which competency-based instruction (CBI) has been implemented in postsecondary-level vocational-technical education programs and courses throughout Texas was assessed. Questionnaires were mailed to the occupational education deans/directors of 69 public community and technical college campuses. Each dean/director distributed the questionnaires to each occupational program chair/leader and one instructor of each occupational preparation program. Forty institutions returned completed questionnaires. Although more than 90% of the responding institutions were using competencies from the workplace when developing their curricula, less than 40% were using occupational competency examinations to determine students' achievement of the competencies. The biggest barriers to implementation of CBI were as follows: faculty members' fears that CBI will make new demands on their time, no provision of release time for faculty to develop a CBI system format, and few state-provided incentives for development and maintenance of CBI. It was recommended that the Texas Higher Education Coordinating Board establish and use program standards for CBI and conduct or contract for professional development activities and/or programs to develop the knowledge and skills needed to implement and maintain CBI. (Appended are the first-round Delphi scores, sample assessment questionnaires, list of participating community and technical colleges, and model for evaluating CBI.) (MN)

ED 366 772

CE 065 614

Lovelace, Bill E.; LaBrecque, Suzanne V.  
Assessment of Competency-Based Instruction. Final Report. Volumes I-II.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.  
Div. of Community and Technical Colleges.

PUB DATE- 30 Jun 93

NOTE- 524p.; For the summary report, see CE 065 613. The

of secondary students; foreign language requirements; indigenous practices and new subject matter; primary agricultural education in developing nations; internationalizing curricula; experiential international ag ed; human resource development; international agricultural knowledge in degree programs and K-12; developing nations' communication linkages; mass media; using indigenous knowledge; agriculture texts for developing nations; technology transfer; follow-up of innovative programs; analysis of ag ed in developing nations; evaluating adoption of ag innovations; case studies of successful programs; youth leadership skill needs; young and adult farmer skill needs; foreign graduate student research; supplemental experiences for foreign students; alternatives to long-term degree training; cross-cultural teaching; motivators of extension workers; participation of all segments in agricultural development; role of ag ed in institution building; ties between domestic and international ag students in U.S. universities; and involvement of women in development. (Contains 17 references.) (MN)

ED 366 789

CE 065 676

Yopp, Martha C.  
Views, Beliefs, & Opinions of Business Education by State  
Employment Service Managers in the Pacific Northwest, Secondary  
Principals in the Pacific Northwest, Chief State School  
Officers throughout the United States, State Directors of  
Employment & Training throughout the U.S.

PUB DATE- 3 Dec 93

NOTE- 6p.; Paper presented at the American Vocational Association  
Convention (Nashville, TN, December 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Administrator Attitudes; \*Business Education;  
Comparative Analysis; Educational Attitudes; \*Educational  
Needs; \*Employment Services; High Schools; \*Principals;  
\*Secondary School Curriculum

IDENTIFIERS- \*Pacific Northwest

State employment service managers in the Pacific Northwest, secondary principals in the Pacific Northwest, chief state school officers throughout the United States, and state directors of employment and training throughout the United States were asked to rate students on a list of 15 attributes seen as key to performance on the job. Their responses indicated that, although students and their parents are satisfied with present-day education, employers are not. Sixty executives responding to a survey felt that the following should be an integral part of high school education: at least one business course; a course in handling personal finances; and training in critical thinking and problem-solving skills, computer applications, and keyboarding. Only 34% of the principals expressed support for a one- or two-semester course for and about business for all secondary students, whereas 86.7 percent of the state directors of employment and training supported such a course. The state directors of employment also rated the importance of business communications, business math, small business management, management functions, marketing and distribution significantly higher than the educators did. All four groups surveyed were fairly neutral regarding the importance of economics and consumer economics to secondary curricula. (MN)

Jones, Karen W.

Analysis of Readability and Interest of Home Economics Textbooks for Special Needs Learners.

PUB DATE- Dec 93

NOTE- 17p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993). Tables contain small type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Content Analysis; \*Home Economics; \*Readability; Readability Formulas; Secondary Education; \*Special Needs Students; Textbook Content; \*Textbook Evaluation; \*Textbook Selection

IDENTIFIERS- Writing Style

A study examined 58 home economics education textbooks in terms of reading difficulty, writing style, and interest level for special population learners. The objective was to identify texts, using six different readability formulas that were significantly more difficult and provided educational obstacles to special populations in their preparation for daily living skills and home economics careers. Likewise, the relatively easiest texts were identified for consideration in text evaluation and selection procedures and student placement. The six readability formulas were Flesch, Kincaid-Flesch, Dale-Chall, Gunning, Raygor, and Fry. A human interest index measured the personal appeal of reading passages by assessing the number of personally relevant words and sentences. The writing style of a book was evaluated by determining the percentage of passive sentences in the selected passage. A percentage greater than 30 percent indicated a formal writing style typical of technical and scientific writing that added a dimension of reading difficulty. Three passages of 100 words or more, ending with a complete sentence were selected from the first chapter, the final chapter, and the approximate middle page of the book. Results found the formulas were correlated and effective in discriminating texts of relative ease or difficulty. Writing style and human interest were not strong discriminating factors in identifying appropriate texts for students with low literacy skills. (Four tables are appended.) (YLB)

ED 366 808

CE 065 714

Mitter, Glen

The Mouse and the Elephant and Entrepreneurship Training.

PUB DATE- 15 Apr 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adoption (Ideas); Adult Education; Business Education; \*Change Strategies; Economic Change; \*Educational Change; Educational Strategies; \*Entrepreneurship; Foreign Countries; Postsecondary Education; Vocational Education

IDENTIFIERS- \*Colombo Plan Staff College (Philippines)

The Colombo Plan Staff College for Technician Education, Manila, the Philippines, a very small institution in terms of people and resources, has made a significant impact influencing numerous ministries of education to inculcate entrepreneurship

Elsey, Barry; Mills, Patricia

Making Connections: Ideas for Curriculum Development in the  
Tertiary Education of Health Care Workers Involved in Caring  
for People Living with HIV/AIDS.

SPONS. AGENCY- South Australian Health Commission, Adelaide.

PUB DATE- Jan 94

NOTE- 52p.; For report from which this document has evolved, see  
ED 360 482.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Administrator  
Attitudes; \*Allied Health Occupations Education; \*Curriculum  
Development; Discussion Groups; \*Educational Needs; Foreign  
Countries; \*Health Occupations; \*Integrated Curriculum;  
Postsecondary Education; Teacher Attitudes

IDENTIFIERS- \*Australia (South Australia)

This report synthesizes the findings of a week of focused group discussions during which Australian health care workers currently caring for people with human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) and tertiary educators involved in designing/delivering curricula in various health and social disciplines shared their views on developing an integrated curriculum to train health care workers in caring for HIV/AIDS patients. The following emerged as major themes of the focus group discussions: (1) HIV/AIDS is, for many reasons, special and distinct from other infectious diseases; (2) health care curricula must include training in both the medical science of HIV/AIDS and the human relations aspects of caring and communication; and (3) it would be better to incorporate HIV/AIDS into existing health care curricula as an exemplar of both clinical practice and the gamut of psychosocial issues of health care work than to establish a separate HIV/AIDS curriculum. Specific ideas for tertiary education curriculum development are also presented. Appended are an executive summary of the first report of HIV/AIDS Program Unit of the South Australia Health Commission and a list of groups represented in the focus group discussions. (MN)

ED 366 827

CE 065 757

Morrison, Veronica Kraly

Adapting Standardized Content to Diverse Students.

PUB DATE- Nov 93

NOTE- 7p.; Paper presented at the Annual Meeting of the American  
Association for Adult and Continuing Education (Dallas, TX,  
November 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Adult Education; Adult Learning; \*Cognitive Style;  
Curriculum Development; Educational Environment;  
\*Individualized Instruction; Intermode Differences; Learning  
Modalities; Learning Strategies; \*Media Adaptation; \*Teaching  
Methods

IDENTIFIERS- Diversity (Student)

This packet of materials is designed to aid teachers in  
redesigning their courses to accommodate diverse students. The

Accounting System. Revised. Volume 25, Number 3.  
SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary  
Education, Jefferson City. Div. of Vocational and Adult  
Education.

PUB DATE- Apr 93

NOTE- 219p.; For unit II, see CE 065 867.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Accounting; Adult Farmer Education; Agricultural  
Education; Bookkeeping; Course Content; \*Farm Accounts;  
Farmers; \*Farm Management; Individual Instruction; Learning  
Activities; Lesson Plans; Postsecondary Education;  
\*Recordkeeping; Records Management; Teaching Methods; Units of  
Study; Young Farmer Education

IDENTIFIERS- Missouri

The lessons in this unit are designed primarily for Missouri  
vocational agriculture instructors participating in the Farm  
Business Management Analysis program. Each of the 10 lessons in  
the unit is a self-contained instructional package and includes  
material for monthly classroom sessions for young and adult  
farmers and for individualized instructional activity. The  
lessons include specific suggestions for teacher preparation.  
The sample entries throughout the unit are taken from the  
sample entry material available from the Instructional  
Materials Laboratory for the Missouri Farm Business Record  
Book. Lesson components include a review, objective,  
motivation, key points, introduction of information,  
discussion, conclusions, announcements, social time,  
instruction, and lesson materials such as transparencies and  
handouts and quizzes. Topics covered in the 10 lessons are the  
following: (1) orientation to the Farm Business Management  
Analysis program; (2) introduction to keeping records; (3)  
recording receipts and expenditures; (4) planning the year's  
cash flow; (5) developing inventories of machinery; (6)  
developing inventories of livestock and of crops and supplies;  
(7) developing an investment record for real estate; (8)  
keeping enterprise records; (9) completing farm support  
records; and (10) using the concept of time value in planning.  
Also included are the Administrative Guidelines for Farm  
Business Management Analysis, which describe minimum standards  
and how to establish a program. (KC)

ED 366 846

CE 065 867

Riley, Jim

Farm Business Management Analysis. Unit II: Analyzing the Farm  
Business. Revised. Volume 25, Number 4.

SPONS. AGENCY- Missouri State Dept. of Elementary and Secondary  
Education, Jefferson City. Div. of Vocational and Adult  
Education.

PUB DATE- Apr 93

NOTE- 262p.; For unit I, see CE 065 866. Supersedes ED 227 238.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Accounting; Adult Farmer Education; Agricultural  
Education; Course Content; \*Farm Accounts; Farmers; \*Farm  
Management; Individual Instruction; Learning Activities; Lesson  
Plans; Postsecondary Education; Recordkeeping; Records  
Management; Tax Deductions; \*Taxes; Teaching Methods; Units of  
Study; Young Farmer Education

An Investigation of the Self-Concept of College Preparatory Students.

PUB DATE- 21 Jul 92

NOTE- 81p.; Master's Thesis, Fort Hays State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Age Differences; \*College Bound Students; \*College Preparation; Extracurricular Activities; Family Structure; High Schools; High School Students; \*Self Concept; Sex Differences

This study investigated the self-concept of 150 college preparatory students in grades 10, 11 and 12. The independent variables were gender, educational classification (grade level), residency status, involvement in extracurricular activities, family structure, and family concept. The dependent variable was the self-concept score obtained from the Personal Attribute Inventory-Self. Subjects completed a demographic data sheet, an activity-involvement rating sheet, the Personal Attribute Inventory-Self, and the Personal Attribute Inventory-Family. Three significant main effects were found for residency status, involvement in extracurricular activities, and family structure. Two significant interactions were found between involvement in extracurricular activities and family structure and between family structure and family concept. The findings suggest: that students who lived at home with parents had stronger self-concepts than those with other living arrangements; that students highly involved in extracurricular activities had stronger self-concepts than all other subgroups except those from intact families with low involvement; that students from other family structures with intermediate and low involvement in extracurricular activities had the weakest self-concepts; and that students from intact family structures reporting both positive and negative family concepts had stronger self-concepts than those from other family structures, regardless of family concept. (Author/NB)

ED 366 866

CG 025 212

Cohen, Lee M., Ed.

Justice across Generations: What Does It Mean? A Publication of the Public Policy Institute.

PUB DATE- 93

NOTE- 308p.; A compilation of papers from the conference (Washington, DC, April 15, 1992).

LANGUAGE- English

EDRS Price- MF01/PC13 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Adolescents; Children; \*Human Services; \*Intergenerational Programs; \*Justice; \*Older Adults

In the introduction to this book, Lee Cohen notes that difficulties in allocating resources are as old as recorded history, and that just solutions must evolve and adapt with the changing society. The concluding statement that only with a full understanding of the divergent approaches to justice can intergenerational policies be forged leads to the papers which comprise the major portion of the book. The papers, which are organized under five sections providing historical, whole-life economic, sociological and anthropological, philosophical, and additional economic perspectives on justice across generations, are as follows: (1) "The View of Rabbinic Literature" (Wechsler); (2) "Age versus Youth in U.S. History: Do Depression-Era Patterns Presage Trends in the 1990s?" (Achenbaum); (3) "Measuring Intergenerational Equity" (Moon); (4) "Justice and Generational Accounting" (Kotlikoff); (5)



PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Behavior Problems; \*Change Strategies; Ecology; \*Elementary School Students; Elementary Secondary Education; \*Secondary School Students; \*Student Behavior; \*Student Problems  
The approach to problem behaviors in the school described in this book is called "ecosystemic" because problem behavior is viewed as a part of, not separate from, the social setting within which it occurs. The book is divided into three parts. The three chapters in Part One describe the ecosystemic framework used to explain problem behavior. Chapter 1 analyzes how social, personal, and professional factors influence individuals' perceptions of events and contribute to keeping their behavior in problem situations from changing. Chapter 2 describes the usefulness of the concept of ecosystem and explains how problems and solutions are viewed from an ecosystemic perspective. Chapter 3 focuses on how to recognize and use ecosystemic clues to help develop the flexible approach to problem solving. Part Two of the book, consisting of chapters 4 through 9, presents ecosystemic methods for promoting change in problem situations. Each chapter is devoted to a different ecosystemic technique. Each chapter follows the same format: the technique is described, case examples are presented and discussed, and the essential elements of the technique are reviewed. The three chapters in Part Three encourage readers to implement techniques from Parts One and Two. A resource section concludes the book. (Author/NB)

ED 366 885

CG 025 231

Herdt, Gilbert; Boxer, Andrew  
Children of Horizons: How Gay and Lesbian Teens Are Leading a New Way Out of the Closet.

PUB DATE- 93

NOTE- 290p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adolescents; \*Homosexuality; \*Lesbianism; \*Sexual Identity

This book confronts myths about gay and lesbian youth and explores their real experiences of coming out. The research for the book was conducted at the Horizons lesbian and gay social service agency in Chicago, Illinois. Chapter 1 takes a historical look at homosexuality and proposes a new theory of gay and lesbian development to explain a fundamental break with history that has occurred over the past two decades. Chapter 2 focuses on the transformation of the culture from homosexual to gay. Chicago provides the story of the historical construction of successive cultural forms of homosexuality and the lived experience of age cohorts of persons since the turn of the century. Major events, practices, and social rituals, such as coming out, are described as they reflect to each of these age cohorts the sacred symbols of a forbidden way of life. Chapter 3 provides a history of the Horizons agency in Chicago. Chapter 4 looks specifically at the rituals of coming out. Chapter 5 discusses milestones of sexual identity development, and Chapter 6 describes the lives of gay and lesbian youth who have come out. Chapter 7 provides a conclusion to the book, looking at gay culture and the moral career of youth. The problem of Acquired Immune Deficiency Syndrome (AIDS) is also addressed as

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Childrens Literature; \*Cues; Elementary Education;

\*Reading Comprehension; \*Reading Instruction; \*Reading Processes; Reading Teachers; Student Evaluation; \*Vocabulary Development

IDENTIFIERS- Emergent Literacy

This book provides information about reading and reading instruction from kindergarten through the elementary grades that is specific enough to be helpful to anyone who is, or will be, teaching reading. Chapters in the book are: (1) The Reading Process; (2) The Reading Teacher; (3) Reading: Silent or Oral?; (4) Easing Young Children into Literacy; (5) A Beginning Literacy Program; (6) Whole Word Methodology; (7) Contextual Cues; (8) Graphophonic Cues: Content; (9) Graphophonic Cues: Instruction; (10) Structural Cues; (11) Comprehension: Words; (12) Comprehension: Connected Text; (13) Basal Reader Series; (14) Children's Literature; (15) Content Area Textbooks; and (16) Assessment and Classroom Organization. (RS)

ED 366 905

CS 011 581

Smith, Carl B., Comp.

Whole Language: The Debate.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- 94

NOTE- 405p.; Published with EDINFO Press.

LANGUAGE- English

EDRS Price- MF01/PC17 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC

Information Analysis Products (071), Books

(010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Annotated Bibliographies; Debate; \*Educational Research; Elementary Education; \*Instructional Effectiveness; Literacy; Reading Instruction; Reading Teachers; Theory Practice Relationship; \*Whole Language Approach

IDENTIFIERS- Controversy; \*Educational Issues

This book presents a debate between "reasonable" educators who either claim that there is evidence for the effectiveness of whole language, or who challenge the claim that whole language works across the broad spectrum of learners. The book presents the debate in the form of formal debate resolutions, opening "statements," transcripts of a "face-to-face shoot-out" at a convention of the National Reading Conference in San Antonio, Texas, further written responses, and commentary on the debate. Contents of the book are: "'And the Winner Is...!' The Context of the Debate" (Carl B. Smith); "Call Me Teacher" (Susan Ohanian); "Whole Language and Research: The Case for Caution" (Michael C. McKenna and others); "Moderator's Comments" (Carl B. Smith); "The Answer Is Yes..." (Patrick Shannon); "Unlike Patrick, We Do Accept Reality..." (Michael McKenna); "Who the Hell Are You?" (Susan Ohanian); "Let Us Not Permit Ourselves to Be Forced into Bitterly Polarized Positions..." (Richard Robinson); "Audience Participation" (moderated by Carl B. Smith); "People Who Live in Glass Houses..." (Patrick Shannon); "Emerging Perspectives on Whole Language" (Michael C. McKenna and others); "Whole Language: Now More Than Ever" (Shelley Harwayne); "Is Whole Language 'The Real Thing'? Advertisements and Research in the Debate on Whole Language" (Steven Stahl); "New Questions, Different Inquiries" (Jerome Harste); and "Commentary on the ERIC Whole Language Debate" (Michael

ingrained, gendered ways of thinking have perpetuated particular discursive practices. The third section explores ways of expanding possibilities so as to understand more fully the complexities of learning from and about text-based classroom talk. Contains 67 references. (RS)

ED 366 927

CS 011 606

Guthrie, John T.; And Others

Concept-Oriented Reading Instruction: An Integrated Curriculum To Develop Motivations and Strategies for Reading. Reading Research Report No. 10.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 40p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; Grade 5; Instructional Effectiveness; Integrated Curriculum; Intermediate Grades; Program Effectiveness; \*Reading Comprehension; \*Reading Improvement; \*Reading Instruction; Reading Research; \*Reading Strategies

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1;

Prince Georges County Public Schools MD; Reading Motivation

A project designed and implemented a framework of conceptually oriented reading instruction to foster students' amount and breadth of reading, intrinsic motivations for reading, and strategies of search and comprehension. The framework emphasizes five phases of reading instruction in a content domain: observing and personalizing, searching and retrieving, comprehending and integrating, communicating to others, and interacting with peers to construct meaning. Instruction was implemented in a year-long curriculum with a multicultural population of fifth-grade students in a Chapter 1 school in Prince George's County, Maryland. Measures of learning suggested that students who had Concept-Oriented Reading Instruction (CORI) for 4 months surpassed a comparison classroom in amount and breadth of reading and intrinsic motivations for reading. The CORI students gained significantly in the cognitive strategies of search and comprehension during the 4 months. CORI instruction was contrasted to experience-based teaching and strategies instruction in terms of their support for motivational and cognitive development. (One table and six figures of data are included; 45 references are attached.) (Author/RS)

ED 366 928

CS 011 607

Morrow, Lesley Mandel; And Others

Current Strategies for Literacy Development in Early Childhood Science Texts. Reading Research Report No. 11.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Childrens Literature; Content Analysis; \*Elementary School Science; \*Integrated Activities; Primary Education; Reading Comprehension; Reading Research; Science Education; \*Textbook Content; Textbook Research; Word Recognition

collaborating classrooms from which these guidelines and strategies were derived, students were given room to work through their ideas in a variety of contexts (whole-class discussion, alone, small groups) and in a variety of activities (reading, writing, and speaking). In these instructional contexts which treat students as thinkers and provide them with the environment as well as the help to do this, even the most "at-risk" students can engage in thoughtful discussion about literature, develop rich and deep understandings, and enjoy it. Contains 34 references. (RS)

ED 366 947

CS 214 192

Bigler, Ellen

Talking American: Dialoguing on Difference in Upstate New York. Report Series 7.2.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Office of Research.

PUB DATE- 94

NOTE- 46p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Cultural Differences; Discourse Analysis; \*Educational Change; Elementary Education; \*Ethnic Bias; Ethnic Relations; Ethnography; Latin Americans; School Community Relationship

IDENTIFIERS- \*Educational Issues; Latinos; Public Discourse

Focusing on the local level where change is supported or resisted, an ethnographic study examined the response of a town in upstate New York to demands for broadening the curriculum within the context of altering the educational environment to better serve the needs of minority youth. The controversy began when a school board member refused to apologize to the Latino community for what many felt were disparaging public comments about Latin Americans and Latinos. Data on the conflict in the larger community included: a public forum in which community members were given the opportunity to present their views on the issue; data from news articles and letters to the editor in the local paper; community radio talk shows; discussions with community members; and observations of public events. Examination of the public discourse suggests sharply differing constructions of group identity and explanations for school failure between minority and senior citizen spokespersons. Analysis of the public discourse provided the framework for an examination of student and teacher responses observed formally and informally during the time that the school district began to respond to minority spokespersons' demands for educational change. Several key themes emerged in faculty discourse: (1) declining student/parent responsibility; (2) teachers as scapegoats; and (3) colorblindness. Findings suggest that the drive to reform the school curriculum to acknowledge cultural diversity challenges popular assumptions and comes up against obstacles both within the schools and within local bases of power, such as school boards. (Three figures representing conceptual frameworks and 22 footnotes are included; 38 references are attached.) (RS)

ED 366 948

CS 214 193

McGill-Franzen, Anne; Lanford, Cynthia

Exposing the Edge of the Preschool Curriculum: Teachers' Talk about Text and Children's Literary Understandings. Report Series 2.21.

IDENTIFIERS- \*Composition Theory; Professional Concerns; Voice (Rhetoric); Writing Contexts

In considering exactly what takes place in creative writing classrooms, this collection of 22 essays reexamines the profession of writing teacher and ponders why certain practices and contexts prevail. The essays and their authors are as follows: "Introduction: Of Radishes and Shadows, Theory and Pedagogy" (Hans Ostrom); (1) "The Workshop and Its Discontents" (Francois Camoin); (2) "Reflections on the Teaching of Creative Writing: A Correspondence" (Eugene Garber and Jan Ramjerdi); (3) "The Body of My Work Is Not Just a Metaphor" (Lynn Domina); (4) "Life in the Trenches: Perspectives from Five Writing Programs" (Ann Turkle and others); (5) "Theory, Creative Writing, and the Impertinence of History" (R. M. Berry); (6) "Teaching Creative Writing if the Shoe Fits" (Katharine Haake); (7) "Pedagogy in Penumbra: Teaching, Writing, and Feminism in the Fiction Workshop" (Gayle Elliott); (8) "Literary Theory and the Writer" (Jay Parini); (9) "Creativity Research and Classroom Practice" (Linda Sarbo and Joseph M. Moxley); (10) "On Seeing the Green Parrot and the Green Salad" (Alice G. Brand); (11) "It Is Ourselves That We Remake: Teaching Creative Writing in Prison" (Diane Kendig); (12) "Voice(s) in Writing: Symphony and/or Cacophony" (Carl Leggo); (13) "Crossing the Lines: On Creative Composition and Composing Creative Writing" (Wendy Bishop); (14) "Voices from the Writing Center: Risky Business/Safe Places" (Julie Neff); (15) "Voices from the Writing Center: Storytelling in the Writing Center" (Beverly Conner); (16) "Voices from the Writing Center: It's Okay To Be Creative--A Role for the Imagination in Basic-Writing Courses" (Lea Masiello); (17) "Oral Literature in the Teaching of Creative Writing" (Maxine Clair); (18) "Without a Net: Collaborative Writing" (Linda Tomol Pennisi and Patrick Lawler); (19) "Reading the Creative Writing Course: The Teacher's Many Selves" (Patrick Bizzaro); (20) "The MFA Graduate as Composition Instructor: A Self-Analysis" (David Starkey); (21) "The End of Books" (Robert Coover); (22) "Building the Bus in Silicon Valley: Building Virtual Worlds" (Saran Jane Sloane); and "Afterword--Colors of a Different Horse: On Learning to Like Teaching Creative Writing" (Wendy Bishop). A comprehensive selected bibliography of resources for teaching creative writing is appended. (NKA)

ED 366 968

CS 214 219

Reynolds, Mark, Ed.

Two-Year College English: Essays for a New Century.

PUB DATE- 94

NOTE- 246p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Collected Works - General (020), Books (010)

DESCRIPTORS- \*College English; \*English Instruction; Faculty Development; Instructional Effectiveness; \*Nontraditional Students; \*Two Year Colleges; Undergraduate Students; \*Writing Instruction

IDENTIFIERS- Curriculum Emphases; Educational Issues; Faculty Attitudes; Technical Communication; Writing Development

Noting that the nearly 1,400 two-year colleges in the United States enroll almost half of all students in higher education, this collection of essays discusses the students, the curriculum, and the faculty at these colleges. In essence, the collection surveys what is "on the minds" of two-year college English teachers. The essays and their authors are: (1) "Introduction" (Mark Reynolds); (2) "I Am Not the Look in Your

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Critical Thinking; Definitions; Higher Education;  
Literature Reviews; \*Persuasive Discourse; \*Thinking Skills;  
Writing Research

IDENTIFIERS- \*Writing Thinking Relationship

Even though the importance of critical thinking skills has been recognized and studied by experts in several fields, the research has not yielded a clear definition, nor has a clear explanation been proffered of how writing can foster critical thinking. This article reviews the literature on the various definitions of critical thinking and examines how critical thinking can be promoted through writing. Persuasive writing can especially help the acquisition of critical thinking skills because: (1) that genre calls upon several of the same higher-level thinking skills as critical thinking; (2) it forces students to think in concepts because the organizational structure requires connection of ideas through a hierarchy of thesis statements and topic sentences; and (3) it teaches writers to create their own alternatives to problems instead of merely analyzing those of others. (Contains 52 references.) (Author)

ED 366 989

CS 214 241

Burkhalter, Nancy

Assessing Editorials: An Instrument To Aid in the Task.

PUB DATE- Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Editorials; Grading; Higher Education; Holistic Evaluation; Journalism Education; \*Student Evaluation; \*Writing Evaluation

IDENTIFIERS- Writing Contexts

Two kinds of instruments, atomistic versus holistic, offer different approaches to the grading of writing. This paper briefly discusses the pros and cons of these two philosophies of grading. In addition, the paper presents a holistic, primary-trait scoring instrument that has been used successfully to judge editorials by breaking down the analysis into three essential components: claims, data, and warrants. The paper concludes that using this primary-trait instrument aids journalism teachers not only in pinpointing weaknesses in editorials but also in designing remedial solutions for students. Criteria for judging quality of claims, data, and warrants; two student-written editorials, are attached. (Contains 15 references.) (Author/RS)

ED 366 990

CS 214 242

Anderson, Paul V.

Technical Writing: A Reader-Centered Approach. Second Edition.

PUB DATE- 91

NOTE- 844p.

LANGUAGE- English

were in stage 4, and three students were in stage 6 of the six stages of moral reasoning developed by Lawrence Kohlberg.  
(Contains 56 references.) (RS)

ED 367 008

CS 508 463

Harte, Thomas B.

Developing and Utilizing Style through Forensics.

PUB DATE- 19 Nov 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Communication Skills; \*Debate; Higher Education;

Language Role; \*Language Usage; Revision (Written Composition);

\*Rhetoric

IDENTIFIERS- \*Communication Styles; Debate Tournaments

Style is a crucial component of success in competitive forensics, whether debate or individual events, and one of the greatest benefits students get from participating in such events is the opportunity to develop a sense of style. In keeping with the classical canons of rhetoric, style (as it relates to forensics) can be limited to a consideration of word choice and arrangement. Not only does style affect every mode of persuasion, language may be the most significant of the available means of persuasion because it is the basic vehicle through which nearly every other means operate. Among the ways in which participation in forensics can help a student learn how to effectively manage the resources of language are: (1) forensics helps a student to discover that the essence of good writing is revision; (2) the more or less rigid time limits imposed on debate and individual events help students to develop and appreciate economy of style; (3) through forensics a student can learn much about how the impact of an argument is largely a matter of language; (4) forensics drives home the point that good style must be appropriate; and (5) what students get out of forensics is a more sophisticated view of the relationship between style and content. Students who engage in competitive forensics are less likely to lose sight of the fact that style is nothing but meaning. (Contains 12 references.) (RS)

ED 367 009

CS 508 464

Willington, S. Clay; And Others

Meeting Communication Proficiency Requirements for Teacher

Certification through the Basic Course.

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993). Best available copy.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- \*Communication Skills; Elementary Secondary

Education; Evaluation Methods; Higher Education; \*Interpersonal

disposition of topicality claims. The nature of standards debates would be drastically improved if judges refused to consider assertions as arguments absent an explicit application of the "standard" to the opposing interpretation. The topic of a recent CEDA debate (regarding implementation of the Universal Declaration of Human Rights by the United Nations) typifies the difficulties faced when propositions are poorly worded. Neither a true policy proposition, nor an explicit question of value, the proposition lurked in the shadows that separate those two realms. (Fifteen notes are included.) (RS)

ED 367 028

CS 508 485

Davis, Ken

Internationalizing a Business Communication Course. Draft.

PUB DATE- Apr 93

NOTE- 6p.; Paper presented at the Annual Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Business Communication; Class Activities; \*Cross Cultural Training; Foreign Countries; Higher Education; Instructional Effectiveness; \*International Communication; Student Attitudes; Student Motivation; Student Reaction; Teaching Methods

IDENTIFIERS- Belgium (Antwerp); Indiana Univ Purdue Univ at Indianapolis

An instructor's effort to internationalize a business communication course taught him much about the relationships between cognitive egocentrism and cognitive ethnocentrism. Cognitive egocentrism is the chief obstacle to be overcome in learning to write, even within a culture, while cognitive ethnocentrism is the chief obstacle to be overcome in learning to communicate intercultural. Business writing students at Indiana University-Purdue University at Indianapolis exchange simulated job application letters and resumes with business communication and business English students at the Antwerp Business School in Antwerp, Belgium. Students at both institutions read the documents from their counterparts and decide which applicants to "interview" and which to reject. The Indianapolis students write personal, student-to-student critiques of the Belgian applications, and the Antwerp students present videotaped oral evaluations of the American applications. Four subjective outcomes of the internationalizing of this business communication course are: (1) students seem to find the course even more authentic than earlier, noninternational versions; (2) students seem more motivated than their earlier counterparts; (3) as students worked to overcome cognitive egocentrism, they began to overcome cognitive ethnocentrism as well; and (4) in an increasingly international and intercultural communication environment, egocentrism and ethnocentrism are the same thing. (RS)

ED 367 029

CS 508 486

Potoker, Elaine

Management and Training across Cultures: Importance of Non-Verbal Communication Strategies--A Case Study.



internal, external, intrinsic, and time factors. Each of the directors utilized the following four different work styles to achieve organizational goals--situational leadership, support for change, respect for developmental levels, and effective planning. These administrators focused on the slow, deliberate process of creating a district-wide culture. Outcomes included an enriched curriculum, improved instruction, and a better educated staff. Findings indicate that the directors' visions corresponded with their immediate supervisors and their district's philosophy. Two tables are included. (LMI)

ED 367 049

EA 025 611

Bates, Richard  
Educational Administration as Cultural Practice. Occasional Paper No. 20.

PUB DATE- 93

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Critical Theory; \*Cultural Context; Cultural Influences; \*Educational Administration; Educational Policy; Elementary Secondary Education; Equal Education; Foreign Countries; \*Free Enterprise System; Power Structure; Social Control

IDENTIFIERS- \*Australia

This paper offers a critique of the corporate-management culture manifested in Australian education systems and institutions. It is argued that in Australia, the drive toward a market culture is a form of administrative achievement that turns culture into commodities. One of the major features of the current educational reform context is a substantial increase in demands, accompanied by a severe decline in the proportion of national wealth directed toward educational activities. The market model is viewed as a strategy to protect middle-class privilege. A key effect of market policies is the redistribution of public resources away from those most in need. The devolution of education is accompanied by new forms of control: a performance-based national curriculum; a national testing system that allows inaccurate comparisons; budgets that are linked to performance; and a curriculum that ignores social, cultural, and ethic understandings. An examination of the perceived anti-educational impact of a "corporatist" culture concludes with a call to educators to show their commitment to a caring, just, morally responsible, compassionate and ecologically aware society. (LMI)

ED 367 050

EA 025 619

Bezzina, Michael  
Principal Professional Development: Task Force Report.

PUB DATE- 4 Nov 93

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Qualifications; Administrator Role; \*Administrator Selection; \*Catholic Schools; Elementary Secondary Education; Foreign Countries; \*Principals; \*Professional Development

IDENTIFIERS- \*Australia

This document recommends a view of principal leadership for

PUB DATE- 93

NOTE- 68p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Case Studies; \*Decoding (Reading); Elementary Education; \*Hearing Impairments; \*Instructional Effectiveness; Mainstreaming; Partial Hearing; \*Phonics; \*Reading Instruction; Remedial Reading; Teaching Methods; Word Lists

This practicum was designed to increase the accuracy of reading decoding skills exhibited by five elementary and intermediate level hearing-impaired students in a mainstream setting. Subjects were fitted with appropriate amplification to optimize their residual hearing but were performing below their grade-level placement in the areas of word attack and word identification, and made numerous reading decoding errors during oral reading of curriculum materials. The outcome objectives aimed to improve the students' phonetic skills for sound/letter units, single words, and connected reading material. The strategy, which was implemented for a 12-week period in the students' special education class, incorporated the use of 70 sound/letter unit flashcards, a comprehensive word list, and the students' classroom reading text. Analysis of data revealed that all five students increased their accuracy for identifying sound/letter units and transferred this learning to single words and connected text. Results are reported using a case study format. (Contains 19 references.) (Author/JDD)

ED 367 071

EC 302 752

Educational Approaches and Program Options for Integrating Students with Disabilities: A Decision Tool.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 456p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Cognitive Style; Consultation Programs; \*Decision Making; \*Disabilities; Elementary Secondary Education; Interpersonal Competence; \*Intervention; Learning Strategies; \*Mainstreaming; Mastery Learning; Program Costs; Program Descriptions; Program Effectiveness; \*Program Implementation; Teaching Methods; \*Teaching Models; Teamwork; Thinking Skills; Tutoring

IDENTIFIERS- Direct Instruction

This guide offers a framework for making sound decisions among the range of available choices to maximize the educational opportunities of integrated students with disabilities. The framework permits programs to be classified according to their approaches to intervention and general characteristics. A planning process is presented for use in program review, selection, and implementation. Sixteen programs are then described along the key dimensions presented in the decision-making framework, to demonstrate how program information can be extracted and synthesized so that informed decisions can be made. These dimensions include target population, implementation considerations, program effectiveness, and costs. The programs include: High/Scope Curriculum, Strategies

State Office of Education Human Rights Committee, the Professional Peer Review Committee, local human rights committees, and the Individualized Education Program Team. It provides sample forms for summarizing interventions, acquiring parental consent, summarizing committee actions, and implementing emergency procedures. Behavioral interventions are then discussed, including: (1) preliminary strategies such as environmental engineering, pacing, home notes, precision commands, and parent conferences; (2) positive intervention procedures such as positive reinforcement, differential reinforcement, modeling, shaping, self-management, and token economy; (3) mildly intrusive contingent procedures, such as response cost, time out, and over-correction; (4) moderately intrusive contingent procedures such as forced physical guidance and visual screen; and (5) highly intrusive contingent procedures, such as manual restraint, mechanical restraint, and aversive stimuli. (JDD)

ED 367 092

EC 302 793

Section 504: Guidelines for Educators.

PUB DATE= Jul 92

NOTE= 216p.; Parts of the document contain small print.

LANGUAGE= English

EDRS Price= MF01/PC09 Plus Postage.

PUB TYPE= Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS= Accessibility (for Disabled); \*Access to Education; \*Civil Rights Legislation; Compliance (Legal); \*Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Eligibility; \*Federal Legislation; Higher Education; \*Legal Responsibility; Preschool Education; Rehabilitation; School Policy; School Responsibility; Self Evaluation (Groups); \*Technical Assistance

IDENTIFIERS= Individuals with Disabilities Education Act; \*Rehabilitation Act 1973 (Section 504)

This manual's purpose is to provide technical assistance to educators regarding their obligations under Section 504 of the Rehabilitation Act of 1973, which protects persons participating in federally funded programs and activities from discrimination based upon their disability status. An introduction outlines the three major areas of emphasis of Section 504 and presents the definition of "disabled". The manual then presents definitions of relevant terms and examples of persons who are possibly eligible under Section 504. Responsibilities of the school district are reviewed, including provision of a "free appropriate education, employment practices, and program accessibility. Section 504 is then compared with the Individuals with Disabilities Education Act; a question-and-answer section on Section 504 issues is presented; and sample policies and forms are provided. Appendices contain information for inservice education, the text of Section 504, Uniform Federal Accessibility Standards, and Section 504 compliance self-evaluation procedures. (JDD)

ED 367 093

EC 302 795

Caputo, Norma; Crawford, Margie  
Elective Mutism--A Success Story.

PUB DATE= 10 Nov 93

NOTE= 10p.

LANGUAGE= English

involved in the instruction, modeling, and role playing of social skills and detail the necessary conditions for teaching self-instruction, self-assessment, self-recording, and other methods used within the self-management treatment model. Appendix A provides a discussion of the definitions of "severe emotional disturbance" and "social maladjustment." Appendix B offers sample scripts to illustrate the actual instruction, modeling, and rehearsal of social skills and self-management under various controlled conditions. (Contains 83 references.) (DB)

ED 367 112

EC 302 819

Capute, Arnold J., Ed.; And Others

Learning Disabilities Spectrum: ADD, AD/HD, and LD. Proceedings of the Annual Spectrum of Developmental Disabilities Course (15th, Baltimore, Maryland, March 16-18, 1992).

PUB DATE- 94

NOTE- 261p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Reports - Research/Technical (143), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Attention Deficit Disorders; Behavior Disorders; Clinical Diagnosis; Depression (Psychology); Disability Identification; Dyslexia; Elementary Secondary Education; Family Influence; Followup Studies; Genetics; \*Hyperactivity; Interpersonal Competence; Language Acquisition; \*Learning Disabilities; Models; Neurology; \*Neuropsychology; Outcomes of Education; Reading Difficulties; \*Research and Development; Self Management; Social Cognition; Theory Practice Relationship; Therapy

IDENTIFIERS- Fragile X Syndrome

This volume, the proceedings of a 1992 conference, presents 14 papers which take a neuropsychological approach to attention deficit disorder, attention deficit disorder with hyperactivity, and learning disabilities. Papers have the following titles and authors: "A New Conceptual Model for Dyslexia" (Sally E. Shaywitz et al.); "Experimental and Clinical Models of Attention Deficit Hyperactivity Disorder" (Walter E. Kaufmann); "Learning Disability Subtypes: Splitting versus Lumping Revisited" (Stephen R. Hooper and Carl Swartz); "Fragile X Syndrome: A Behavioral Genetics' Window into Understanding Social Emotional Learning Disability" (Thomas Baumgardner and Allan L. Reiss); "Familial Dyslexia: Genetic, Behavioral, and Imaging Studies" (H. Lubs et al.); "Interrelationships between Reading Disability and Attention Deficit-Hyperactivity Disorder" (Bennett A. Shaywitz et al.); "Early Detection of Learning Disability" (Jruce K. Shapiro); "The Role of Language in Learning Disabilities" (Elisabeth H. Wiig); "Social Deficits in Children with Learning Disabilities" (Wendy L. Stone and Annette M. La Greca); "Diagnosis and Treatment of Depressive Disorders in Children with Learning Disabilities" (Paramjit T. Joshi); "Conduct Disorder versus Oppositional Defiant Disorder: Endpoint of Learning Disabilities" (Pasquale J. Accardo); "Educational Interventions in Learning Disabilities: Follow-up Studies and Future Research Needs" (Doris J. Johnson); "The Establishment of Self-Regulation and Social Understanding in Children and Adolescents with ADHD: Family Factors" (James C. Harris); and "Learning Disabilities: Beyond the School Years" (Michael Bender).

protecting the environment. (MSE)

ED 367 130

FL 021 497

Gabler, Carlos

Center for Bilingual Studies Report.

SPONS. AGENCY- Fund for the Improvement of Postsecondary

Education (ED), Washington, DC.

PUB DATE- 88

NOTE- 58p.; Light type throughout document.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Bilingual Education Programs; Community Colleges;

Excellence in Education; Federal Aid; Higher Education;

\*Nontraditional Students; Program Descriptions; Program

Development; \*Spanish Speaking; \*Two Year Colleges

IDENTIFIERS- Saint Augustine Community College IL

The report details the development of the Center for Bilingual Studies (CBS) at St. Augustine College (Illinois), a bilingual junior college founded by Hispanic educators and targeting a nontraditional Hispanic student population. The CBS was founded to address issues of educational excellence for nontraditional students, acknowledging the tension between the curriculum offered and the characteristics of the population served. The 3-year period of the federal grant for program development had three stages. The first involved initial research and needs assessment. During this stage, three studies were conducted: theoretical approaches to curriculum development; assessment of the college's curriculum design in comparison with those of other Illinois higher education institutions; and characteristics and circumstances of the college's population that affect learning. Findings of the last study are summarized. The second stage consisted of development of curricular strategies and design, using this information. Testing plans and courses developed during this stage are described, highlighting design considerations. The third stage involved evaluation and assessment of the changes introduced. (MSE)

ED 367 131

FL 021 603

Hume, Elizabeth, Ed.; McElhinny, Bonnie S., Ed.

The COSWL (Committee on the Status of Women in Linguistics)

Collection of Language and Gender Syllabi.

PUB DATE- 93

NOTE- 250p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Anthropology; Classroom Techniques; \*College

Curriculum; \*Course Content; Educational Strategies; English;

Folk Culture; French; German; Graduate Study; Higher Education;

\*Language Role; \*Linguistics; Research Methodology; Second

Languages; \*Sex Differences; Testing; Undergraduate Study

A collection of 27 syllabi for undergraduate and graduate courses on language and gender is presented. The syllabi come from a variety of departments, including linguistics, anthropology, English, French, German, and folklore. Special features of the collection include: syllabi for undergraduate and graduate courses; ideas for paper topics; examples of exam questions; instructions for field work exercises (gathering and analyzing gender differences in natural speech); bibliographies of works

Institutional Research; \*Interprofessional Relationship;  
\*Program Evaluation; Second Language Instruction; \*Second  
Language Programs; Teacher Role

A discussion of second language program evaluation is intended for staff (teachers, program planners, materials writers, program managers) of programs being evaluated, to help them understand the process and dynamics of program evaluation. It addresses common concerns and fears about evaluation, offers ways in which staff can cooperate with evaluators or defend themselves against inadequately trained or insensitive evaluators, and provides practical suggestions for becoming active participants. First, the difference between applied linguistics research (classroom or institutional) and program evaluation are enumerated, and a distinction is made between advocacy and evaluation. It is suggested that a research-like procedure can masquerade as evaluation, and eight ways in which program staff can turn this procedure into a cooperative process are outlined. All revolve around clear communication between staff, source of funding for the study, and researcher. (MSE)

ED 367 154

FL 021 876

McGregor, Alastair L.

The Development of Self Assessment Skills in TESOL Teacher Preparation.

PUB DATE- 91

NOTE- 13p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Classroom Techniques; \*English (Second Language); Foreign Countries; Instructional Effectiveness; \*Language Teachers; Multilevel Classes (Second Language Instruction); \*Practicums; Questioning Techniques; Second Language Instruction; \*Self Evaluation (Individuals); \*Teacher Education; Teaching Methods

Recent emphasis on process over method in second language teacher training is ascribed to: (1) difficulty in establishing the superiority of any single instructional approach; (2) increased emphasis on the contribution of the learner to instructional outcomes; and (3) emergence of process-oriented syllabus design. It is proposed that the process model, which negotiates content and procedure on the basis of student needs, perceptions, and learning styles, is the most direct and effective way of teaching, but that this requires that teachers develop self-assessment skills and sensitivity to learner needs and objectives. This approach was used in the practicum portion of a graduate training program for teachers of English to Speakers of Other Languages (TESOL). First, trainees identified the areas of classroom practice with which they needed the most help. Subsequently, the five most frequently mentioned needs (giving instructions, meeting the needs of mixed-ability groups, meeting the demands of mainstream work, questioning techniques, and reinforcing and practicing new language patterns and structures) were addressed through microteaching. The third stage involved reassessment of trainees' needs and perceptions, and the fourth repeated the microteaching cycle. Preliminary observations find the process model to be effective in improving classroom teaching and increasing trainee confidence. (MSE)

NOTE- 33p.; For a digest based on this report, see FL 021 847.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Classroom Communication; Classroom Techniques;  
Course Content; \*Cultural Awareness; Curriculum Design;  
\*English (Second Language); Interdisciplinary Approach;  
Intermediate Grades; Junior High Schools; \*Middle Schools;  
\*Multicultural Education; Second Language Instruction; Social  
Studies; Student Participation; \*United States History

The report presents preliminary findings from a study of middle school American history classes with English language learners. The study investigated the construction of social studies knowledge in these classes and the development and implementation of lessons that address the cultural and educational backgrounds of the learners while integrating language, content, and culture objectives. After briefly describing some features of social studies language, revealed through analyses of classroom discourse and textbooks, the report focuses on the implementation of several lessons from a unit on "protest and the American Revolution." Attention is given to the strategies teachers used to meet their students' needs and capabilities, aspects of student oral and written participation, and the infusion of multicultural issues and perspectives. Some transcripts of classroom interaction are included. (MSE)

ED 367 174

FL 021 899

Integrating Math and Science with Language Instruction, 1991-1993. Final Report.

SPONS. AGENCY- ARCO Foundation, Los Angeles, CA.

PUB DATE- Aug 93

NOTE- 26p.; Appendixes D and F are not included due to copyright considerations.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Communicative Competence (Languages); Elementary Secondary Education; English (Second Language); \*English for Academic Purposes; \*Inservice Teacher Education;  
\*Interdisciplinary Approach; \*Limited English Speaking;  
\*Mathematics Instruction; Middle Schools; \*Science Instruction;  
Second Language Instruction

IDENTIFIERS- Los Angeles Unified School District CA

The report describes briefly two foundation-funded inservice training institutes for middle school teachers in Los Angeles (California) who have limited-English-speaking students in their classes. The first was designed to: (1) introduce teachers to the communicative approach to math and science instruction; (2) help develop instructional materials that encourage students to interact with the language of mathematics and science; (3) identify effective instructional and assessment practices for integrating content and language instruction; and (4) train selected teachers to become trainers and to assist in the design and implementation of the second institute. The project was linked to a federally funded program targeting English language acquisition and academic achievement, which allowed inclusion of social studies into the academic content. The first institute took place in November 1991, the second in May 1993. Participants were classroom teachers from seven schools. Evaluations of both institutes were very positive. Dissemination and networking efforts

are appended. Each chapter includes a substantial bibliography.  
(MN)

ED 366 715

CE 064 244

Thomas, Brian

Total Quality Training: The Quality Culture and Quality Trainer.

PUB DATE- 92

NOTE- 185p.; McGraw-Hill Training Series.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Education; Educational Quality; Foreign Countries; \*Instructional Development; \*Labor Force Development; \*Organizational Development; \*Total Quality Management; \*Training Methods; \*Training Objectives

This book examines the application of total quality management (TQM) principles to training and development. It contains 10 chapters on the following topics: the quality revolution (the nature of and rationale for quality); major barriers to achieving quality (supplier-led approaches, problems with customers, throughput orientation, variable standards of performance, management of the status quo, and attitude problems); the philosophy and procedures of total quality (TQ) (clarity, accuracy, and the statistical basis of quality); the economics of quality (resourcing errors, costs of quality, the route to TQM); the relevance of TQ principles to internal service functions (internal service functions, service sector providers, and difficulties in applying TQ techniques); a quality case study of training (quality problems in training, commitment to training, and risk management); the use of TQ techniques in tackling quality problems in training (assessing business scope, customers of training and customer requirements, using the two-customer approach, and delivering effective training); the human dimension of TQ (psychological theories of personality and behavior and applications of the ego function framework in training design and delivery); the organizational context of effective training; and meeting the challenge of TQ training. A self-analysis inventory and a list of 11 recommended readings are included. (MN)

ED 366 716

CE 065 274

Katz, Martin R.

Computer-Assisted Career Decision Making: The Guide in the Machine.

PUB DATE- 93

NOTE- 289p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- \*Career Choice; Career Education; \*Career Guidance; Computer Oriented Programs; \*Computer Uses in Education; \*Counseling Effectiveness; Counseling Objectives; \*Decision Making; Models; Postsecondary Education; Secondary Education; Systems Approach

IDENTIFIERS- \*Computer Assisted Career Guidance; \*System of Interactive Guidance and Information

This book examines the rationale, benefits, and limitations of computer-assisted career decision making (CDM). Discussed in Chapter 1 are the following: the components of CDM (options, persons, environments, processes, and outcomes); the historical development and context of CDM; and considerations in reaching decisions about work, occupations and jobs, and career



Working Life; \*Unions; \*Work Environment

Limited research has been conducted on the direct and indirect impact of union-management cooperation (UMC) programs on worker autonomy, work group effectiveness, and worker satisfaction. For this study, a research questionnaire designed to explore these relationships was mailed to four Ohio unions and was returned by 339 members. Workers at facilities with a UMC program were found to experience slightly more worker autonomy. At UMC facilities there were no differences in worker autonomy between participants and nonparticipants of UMC teams. However, program intensity was related to the level of worker autonomy experienced among team members. The presence of a UMC program was not associated with improved work group processes, but the age of the UMC program had a positive association with work group processes. Satisfaction with work, supervision, and coworkers increased with effective work group processes. Worker autonomy was related to satisfaction with work and supervision, but not satisfaction with coworkers. Support for the UMC process increased the likelihood of supervisors involving employees in workplace decisions. Supervisors were also more likely to encourage participation in workplace decisions when workers were trained in problem solving techniques or held jobs which allowed them to control their work pace. Significant improvement in work group processes occurred when supervisors permitted workers to participate in workplace decisions. (Contains 11 references.) (Author/YLB)

ED 366 735

CE 065 546

Van Tine, Warren R.

A History of Labor in Columbus, Ohio 1812-1992.

PUB DATE- 93

NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Historical Materials (060)

DESCRIPTORS- Adult Education; Employer Employee Relationship;

\*Labor Conditions; \*Labor Demands; Labor Economics; Laborers;

Labor Force; \*Labor Relations; Strikes; Union Members; \*Unions;

Work Environment

IDENTIFIERS- Labor Studies; \*Ohio (Columbus)

While the building and printing industries flourished in pre-Civil War Columbus, manufacturing languished. The manufacturing base grew and diversified from 1820 to 1850. Few unions emerged, and those that did seldom lasted long. During the Civil War business and manufacturing increased to serve the camps and prisons established in Columbus. When the war ended, Columbus's workers launched the first concerted effort to build a labor movement. In August 1869 the arrival of the first train of the Hocking Valley Railroad introduced a new chapter in the city's industrial history. By World War I, industry had migrated out of the downtown area. Workers were excluded from a major say in city affairs, confined to overcrowded and inadequately served neighborhoods, and trapped in low-paying, dirty, demanding jobs. The characteristic pattern of the labor movement until the 1930s emerged: workers unionized during prosperity and retreated with recessions. World War I stimulated the economy; peace brought a depression. But because of the city's diverse economic base, it did not feel the depression as severely as other locations; nor did it experience the prosperity of the 1920s to the same degree as other communities; hence, increasingly, the word "moderate" described all national trends as they applied to Columbus. World War II had the greatest impact upon Columbus's labor

occupations; students are taught by teams of career-oriented program teachers and core subject teachers; students identify occupational areas that match their aptitudes and interests; and students take field trips to business and industries. (Contains 13 references.) (YLB)

ED 366 754

CE 065 589

Pautler, Albert  
School Transition Bibliography.

PUB DATE- Feb 94

NOTE- 22p.; Contains light type throughout document.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Education; American Indians; Bibliographies; Blacks; \*Disabilities; \*Disadvantaged; Dropouts; \*Education Work Relationship; \*Employment Potential; Females; Foreign Countries; High Risk Students; High School Equivalency Programs; High School Graduates; \*Job Placement; Secondary Education; Vocational Education

This bibliography on school transition includes 240 entries of books, journal articles, papers, reports, bibliographies, and dissertations. These entries deal with transitions of the following populations: adult learners, youth, Plains Indian women, high school students, people with learning disabilities, disadvantaged youth, high school equivalents, handicapped adolescents, young black men, severely disabled high school students, students at risk, minorities, noncollege bound, American Indian high school dropouts, Hispanic youth, dropouts, school dropouts in general, rural youth, urban youth, and females. Although the majority of the items deal with the United States, other countries referred to include Great Britain, Australia, New Zealand, Canada, the Netherlands, Denmark, Germany, and Israel. (YLB)

ED 366 755

CE 065 590

Randell, Shirley  
Adult Education in Australia: The Council of Adult Education.

PUB DATE- 17 Nov 93

NOTE- 9p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Education; Adult Learning; Adult Literacy; Adult Programs; \*Community Education; Community Services; \*Educational Change; Educational Development; \*Educational Opportunities; Foreign Countries; Literacy Education; State Programs; Statewide Planning

IDENTIFIERS- \*Australia (Victoria)

Liberal adult education in Victoria, Australia, takes its ideals, if not its form, from the pre-war university and Workers Education Association (WEA) partnerships: the university providing tutors and content, the WEA providing contact with unions and workers. Unique to Victoria is the level to which community-based adult education has been developed. Adult education is developed and administered locally by separate and independent organizations. Such centers organize their own adult education programs unique to their communities or provide government-funded programs such as literacy and basic education

Instructor's Questionnaire is slightly cropped along the right hand margin.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Administrator Attitudes; \*Community Colleges; \*Competency Based Education; \*Educational Assessment; Models; Pilot Projects; Public Colleges; Questionnaires; State Surveys; \*Statewide Planning; Tables (Data); Teacher Attitudes; \*Technical Institutes; Two Year Colleges; \*Vocational Education IDENTIFIERS- \*Texas

A statewide assessment process was designed and pilot tested to determine the extent to which competency-based instruction (CBI) has been implemented in vocational-technical education programs and courses in all public community and technical colleges in Texas. The final report consists of two volumes. Volume I contains the rationale (Introduction), procedures, an overview of the presentation of findings, and the summary, conclusions, and recommendations of the project. Volume II presents the responses to the assessment made for each reporting technical education instructional program area and the evaluation model developed by the project. Instructors and program directors from 40 community and technical colleges participated in the assessment, which was designed and conducted by the University of Texas. More than 50% of the responding institutions had implemented 45 of the 52 required characteristics of CBI, and 15 of the 52 characteristics had been implemented by more than 90% of the institutions. The biggest barriers to implementation of CBI were faculty members' fears that CBI will make new demands on their time, no provision of release time for faculty to develop a CBI system format, and few state-provided incentives for development and maintenance of CBI. (Volume I contains the rationale and procedures of the assessment, an overview of the findings, the survey instruments, project summary, project conclusions, and recommendations. Volume II contains 96 tables detailing instructors' and program directors' responses regarding the degree of CBI implementation by program area and barriers to CBI implementation by instructional program area, and the assessment model.) (MN)

ED 366 773

CE 065 618

NCRVE Change Agent, 1990-91.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 91

NOTE- 54p.; For 1992 and 1993 volumes, see CE 065 619-620.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Education; Accountability; Beginning Teachers; Colleges; Cooperative Programs; Coordination; Decision Making; Demonstration Programs; Economic Development; Educational Change; Educational Policy; \*Educational Research; Educational Resources; Federal Programs; Higher Education; \*Integrated Curriculum; Job Training; Nontraditional Students; Persistence; Postsecondary Education; \*Professional Development; Role of Education; Secondary Education; Special Needs Students; Student Attrition; \*Vocational Education; Vocational Education Teachers

IDENTIFIERS- Job Training Partnership Act 1982

These four issues of volume 1 (1991) contain brief reports on

Yopp, Martha C.

Cultural Diversity & Business/Vocational Education: A Question of Human Rights & Cultural Contradiction.

PUB DATE- 5 Dec 93

NOTE- 4p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 5, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Civil Liberties; \*Classroom Techniques; \*Cultural Differences; Educational Needs; Educational Objectives; Elementary Secondary Education; Higher Education; Intercultural Communication; \*Multicultural Education; Secondary Education; \*Teacher Responsibility; \*Vocational Education; Vocational Education Teachers

Business/vocational education has the unique opportunity to introduce multicultural education from the perspective of world trade, business, economics, and comparative advantage. Vocational educators also have a responsibility to foster respect for the human rights of all people and oppose current and historical practices such as oppression, prejudice, and violent acts. Multicultural education is based on democracy and pluralism and requires teachers to use a variety of teaching styles that are consistent with a wide range of learning styles. A research study summarizing more than 91 studies, reports, and papers indicates that the only programs likely to improve cross-group relations are in-depth, long-term programs that are infused into the curriculum early and continued throughout high school. Among those approaches/activities that are especially important in improving intergroup relations and ending prejudicial thinking are cooperative learning, critical thinking skills development, self-esteem building, and employability skills training. (Fourteen specific suggestions for business/vocational teachers are included.) (MN)

ED 366 791

CE 065 679

Isbell, Clinton M.; Lovedahl, Gerald G.

Tech Prep Articulation: Making It Work.

PUB DATE- 4 Dec 93

NOTE- 9p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Education; \*Articulation (Education); \*College Role; \*Educational Opportunities; Employment Qualifications; Higher Education; High Schools; Postsecondary Education; \*Vocational Education

IDENTIFIERS- \*Clemson University SC; \*Tech Prep

The Secretary's Commission on Achieving Necessary Skills (SCANS), established as a result of the America 2000 strategy proposed by President Bush in 1991, stressed the importance of helping all students develop competence in the following areas: resources, interpersonal, information, systems, and technology. The three-part foundation identified by SCANS consists of basic skills, thinking skills, and personal qualities (e.g., self-esteem, sociability, and responsibility. Also stressed are:

training into technical/vocational education. The college has evolved an effective process for developing recognition of the need for a new subject and encouraging its adoption using a three-level approach. It consists of regional, subregional, and in-country workshops. The process results in a top-down introduction of the subject by developing endorsement, support, and commitment to implementation from the senior decision makers through to the practitioner level. The regional workshops are intended to establish the need for a topic at the most senior governmental levels. Senior executives from all member countries are invited to a workshop to explore the topic. Subregional workshops are attended by subordinates nominated by the senior executives. The objective is to gain commitment from the participants to implement new methodologies, in this instance, entrepreneurial curricula. At the request of the member country, the college will present an in-country workshop for key teachers and junior administrators to dispense curricular tips, training tools, and techniques. In the case of entrepreneurship training, the process has worked very well and surprisingly quickly. The experience of Bangladesh is a good case example. (YLB)

ED 366 809

CE 065 716

Ford, Frances Annette; Herren, Ray V.  
The Teaching of Work Ethics: Current Practices of Work Program Coordinators in Georgia.

PUB DATE- Dec 93

NOTE- 23p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Cooperative Education; Coordinators; Educational Research; \*Ethical Instruction; Moral Development; Moral Values; Secondary Education; State Surveys; \*Teaching Methods; Values Education; Work Attitudes; Work Environment; \*Work Ethic; \*Work Experience Programs

IDENTIFIERS- Georgia

A study examined the perceptions and practices of 160 work program coordinators in Georgia (44% of the sample) regarding the teaching of work ethics. A literature review had shown that a consistent view of potential employers was that graduates of vocational education programs should be well grounded in the concept of work ethics. The main purpose of the study was to determine the extent to which the concept of the work ethic was being taught by the coordinators. The questionnaire that was developed used items concerning moral development theory, moral education, and enabling work ethics. Findings indicated that, although work program coordinators believed they were prepared to teach work ethics and believed that work ethics could be taught in school, the teaching of work ethics in their classrooms was informal or unintentional. Discussion of workplace problems was by far the most often used activity to teach work ethics. While the coordinators indicated that they promoted behaviors which they believed teachers should promote and in which students should engage, they did not believe their students learned these behaviors very well. These findings implied that work program coordinators should be given extensive inservice training in the teaching of enabling work ethics and a curriculum should be developed to enable work program coordinators to teach an enabling work ethic in a developmental and intentional way. (Appendixes include 32

worksheets help organize information on what aspects of diversity are present in each class, what course elements can and cannot be adapted to them, and how these adaptations might be implemented. The worksheets, along with the supplementary materials (both bibliographic and advisory), have been found useful in optimizing teachers' effective use of the suggestions offered here and in fostering teachers' own creativity in course design. (Author)

ED 366 828

CE 065 759

Schierloh, Jane M.

The Test-Taking Behaviors, Knowledge and Perceptions of Adult Basic Education Students on a Standardized Reading Comprehension Test.

PUB DATE- 2 Dec 93

NOTE- 10p.; Paper presented at the Annual National Reading Conference (Charleston, WV, December 2, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; \*Construct Validity; Reading Comprehension; Scores; Scoring; Standardized Tests; \*Student Attitudes; \*Test Construction; Test Content; Testing; \*Test Wisdom

A qualitative study investigated the test-taking behaviors, knowledge, and perceptions of 20 urban, adult basic education students reading at third to fifth grade equivalency levels. The entire reading comprehension subtest of the Test of Adult Basic Education, levels E and M, was administered under standardized conditions. A combination of observation and self-report methodologies was used. The researcher observed the participants during the test and asked some questions raised by observations after the test. A few days later, the researcher asked the participants to give advice to a hypothetical test-taker and to read each passage aloud and choose answers orally without referring to previous answers. A comparative analysis was made of the data. Findings indicated that levels E and M lacked construct validity because the majority of test-takers were penalized for interacting with the text, interpreting it, and bringing their own knowledge and experience to bear upon the question-answering tasks. Two other factors also heavily influenced the validity of participants' scores--test-wisdom and speed. Problems of test design adversely affected participants' ability to demonstrate their reading comprehension skills. The test-takers demonstrated a high degree of metacognitive awareness and self-regulation. (VLB)

ED 366 829

CE 065 762

Peace Corps. Status of the Educational Assistance Grants

Demonstration Program. Report to Congressional Committees.

PUB DATE- Feb 94

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Colleges; \*Demonstration Programs; \*Educational Finance; Eligibility; Federal Aid; Federal Legislation; Federal Programs; \*Grants; \*Higher Education; Human Services; \*Minority Groups; Program Effectiveness; Program Evaluation; Program Implementation; Success

IDENTIFIERS- \*Educational Assistance Grants Program; National and

IDENTIFIERS- Missouri

The lessons in this unit are designed primarily for Missouri vocational agriculture instructors participating in the Farm Business Management Analysis program. Each of the 10 lessons in the unit is a self-contained instructional package and includes material for monthly classroom sessions for young and adult farmers and for individualized instructional activity. The lessons include specific suggestions for teacher preparation. The sample entries throughout the unit are taken from the sample entry material available from the Instructional Materials Laboratory for the Missouri Farm Business Record Book. Lesson components include a review, objective, motivation, key points, introduction of information, discussion, conclusions, announcements, social time, instruction, and lesson materials such as transparencies and handouts and quizzes. Topics covered in the 10 lessons are the following: (1) minimizing the year's taxable income; (2) summarizing the year's records; (3) methods of tax management; (4) planning next year's livestock and cropping programs and cash flow; (5) analyzing a profit and loss statement; (6) analyzing a financial statement and cash flow; (7) analyzing livestock enterprises; (8) analyzing crop enterprises; (9) analyzing machinery, equipment, and building costs; and (10) using farm credit. (KC)

ED 366 847

CE 065 878

Navy Training Policy. Hearing before the Military Forces and Personnel Subcommittee on the Committee on Armed Services. House of Representatives, One Hundred Third Congress, First Session (June 8, 1993).

PUB DATE- 94

NOTE- 27p.; H.A.S.C. No. 103-25.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Educational Needs; \*Flight Training; Hearings; \*Military Training; Postsecondary Education; \*Program Costs; Public Policy

IDENTIFIERS- Congress 103rd; \*Navy

This document records the oral and written testimony of participants in a hearing on training policy for the U.S. Navy. The principal witness was Admiral Stanley Arthur, Vice Chief of Naval Operations. Testimony concerned Navy flight training, especially in regard to training pilots for landing on carrier ships, and other aspects of Navy preparedness. Various scenarios of training were reviewed, and the costs of various training alternatives were discussed. (KC)

ED 366 848

CE 065 885

UNESCO and UNICEF Activities in the Field of Basic Education for Women and Girls. UNESCO-UNICEF Joint Committee on Education Meeting (3rd, Paris, France, May 6-7, 1992).

PUB DATE- May 92

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Basic Education; Attitude Change; \*Developing Nations; Economic Development; Educational Attitudes; Educational Change; Educational Policy; Elementary Secondary Education; Females; Foreign Countries; \*Policy Formation;

"'Justice' across Generations (and Cohorts): Sociological Perspectives on the Life Course and Reciprocities over Time" (Bengtson and Murray); (6) "Cultural Frameworks and Values in Intergenerational Justice" (Rubinstein); (7) "Japan's Debates about an Aging Society: The Later Years in the Land of the Rising Sun" (Kelly); (8) "The Prudential Lifespan Account of Justice across Generations" (Daniels); (9) "Justice between Neighboring Generations" (McKerlie); (10) "Majority Vote and a Just Age for Greed" (Cohen); (11) "Expectations of Well-Being across and between Generations" (Hushbeck); and (12) "We Should Save More in Our Own Economic Interest" (Buchanan). In addition to the 12 major papers, discussions of the papers are included in each of the five sections. Closing remarks are provided by John Rother. (NB)

ED 366 867

CG 025 213

Talking with TV: A Guide to Starting Dialogue with Youth, 1993-1994 Edition.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 94

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adolescents; Children; Cultural Influences; Drug Use; Ethnicity; \*Interpersonal Communication; Interpersonal Relationship; \*Mass Media Effects; \*Parent Child Relationship; \*Preadolescents; \*Programming (Broadcast); Responsibility; Sexuality; Television Research; \*Television Viewing; Values

This booklet shows parents and other adults how to use entertainment television to spark discussions with children and adolescents about sexuality, values, responsibility, communication, and other sensitive subjects (personal relationships, race and culture, drug use). First published in 1989, this booklet has been updated annually. Discussion questions and activities in the guide focus primarily on preadolescents--children between the ages of 9 and 12 years--but are of use with both younger and older audiences as well. This guide from 1993-1994 features plot summaries of returning shows popular with preadolescents and adolescents and new shows which, most likely, will attract a young audience. The guide does not endorse or rate shows; it chooses those most likely to raise important issues. Most of the shows highlighted in the guide are broadcast in primetime. Included in the guide are names and addresses of production companies, networks, cable channels, and other organizations concerned with television. (Author/NB)

ED 366 868

CG 025 214

Goh, David S.

Ethnicity Knowledge and Attitudes toward Acquired Immune Deficiency Syndrome.

PUB DATE- Aug 91

NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (99th, San Francisco, CA, August 16-20, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."



it affects the lives of gay and lesbian youth. (NB)

ED 366 886

CG 025 232

Winston, Roger B., Jr.; And Others  
Student Housing and Residential Life: A Handbook for  
Professionals Committed to Student Development Goals. The  
Jossey-Bass Higher and Adult Education Series.

PUB DATE- 93

NOTE- 628p.; For a related document, see CG 025 233.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Books (010), Collected Works - General (020)

DESCRIPTORS- \*College Housing; College Students; \*Dormitories;  
Higher Education; \*On Campus Students; Student Development

This book on student housing and residential life contains the  
following articles: (1) "New Challenges and Goals for  
Residential Life Programs" (Blimling); (2) "Student Development  
in the Residential Environment" (Winston and Anchors); (3)  
"Psychosocial Development in College" (White and Porterfield);  
(4) "Intellectual, Ethical, and Moral Development" (Magolda);  
(5) "Developmental Impacts of Campus Living Environments"  
(Strange); (6) "A Brief History of Collegiate Housing"  
(Fredriksen); (7) "Organizational and Administrative  
Approaches" (Ucraft); (8) "Business Operations and Facility  
Management" (Hallenbeck); (9) "Food Services and Programs"  
(Fairbrook); (10) "Residential Alternatives" (Grimm); (11)  
"Professional Staffing" (Kearney); (12) "Allied Professional  
and Support Staffing" (Saunders); (13) "Paraprofessional  
Staffing" (Winston and Fitch); (14) "Legal and Regulatory  
Concerns" (Gehring); (15) "Professional Standards for Housing  
Programs" (Miller and Eyster); (16) "Strengthening Programs  
through Evaluation and Research" (Brown and Podolske); (17)  
"Fundamentals of Program Design" (Schuh and Triponey); (18)  
"Wellness as a Comprehensive Student Development Approach"  
(Leafgren); (19) "Developing and Enhancing Student Communities"  
(Anchors, Douglas, and Kasper); (20) "Fostering Interpersonal  
Relationships and Reducing Conflicts" (Werring, Robertson, and  
Coon); (21) "Dealing with Criminal Conduct and Other  
Deleterious Behaviors" (Janosik); and (22) "Conclusion:  
Creating Residence Life Programs with Student Development  
Goals" (Schroeder). Additional resources are described at the  
end of the book. (NB)

ED 366 887

CG 025 233

Barr, Margaret J.; And Others  
The Handbook of Student Affairs Administration. The Jossey-Bass  
Higher and Adult Education Series.

PUB DATE- 93

NOTE- 555p.; For related document, see CG 025 232.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Books (010), Collected Works - General (020)

DESCRIPTORS- \*Administrators; College Students; \*Higher  
Education; \*Professional Personnel; Student Development;  
Student Needs; \*Student Personnel Services; \*Student Personnel  
Workers

Pressley). A selected, annotated bibliography of approximately 1,000 items from the ERIC database concerning whole language is included. (RS)

ED 366 906

CS 011 583

Thames, Dana G.; Reeves-Kazelskis, Carolyn  
Effects of an Integrated Language Arts Instructional Program on  
Learning Lab Students' Reading Comprehension.

PUB DATE- Nov 93

NOTE- 22p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Conference (22nd, New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*High Risk Students; Integrated Curriculum; Intermediate Grades; Language Arts; Learning Laboratories; Program Effectiveness; \*Reading Attitudes; \*Reading Comprehension; \*Reading Improvement; Reading Research; Secondary Education; Vocabulary Development; Word Recognition

IDENTIFIERS- Mississippi; T Test

The effects of an integrated language arts instructional program on reading comprehension skills of learning lab students were examined using the Analytical Reading Inventory, and their attitudes toward recreational and academic reading were assessed using the Elementary Reading Attitude Survey. Subjects were at-risk fifth and sixth grade students, ranging in age from 12 to 16 years, who were enrolled in a single, self-contained learning lab class in southeast Mississippi. The integrated language arts instructional treatment period lasted for 9 months, with students responding to pre- and post-measures in September and May, respectively. Results of correlated t-tests revealed significant improvement in five out of six comprehension areas: ability to recall main ideas, ability to recall factual information, vocabulary development, inferential skills, and drawing conclusions. Ability to recognize cause-effect relationships was not significantly affected. Also, students improved significantly in their oral, independent-reading performance as well as in their word recognition skills. Students did not improve significantly in their attitudes toward recreational and academic reading. (One table of data is included; 14 references are attached.) (Author/RS)

ED 366 907

CS 011 584

Mason, Ronald B.  
Selected College Reading Improvement Programs: A Descriptive History.

PUB DATE- 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Historical Materials (060)

DESCRIPTORS- \*College Programs; Educational History; Higher Education; Program Descriptions; Reading Achievement; \*Reading Improvement; \*Reading Programs; Student Evaluation

IDENTIFIERS- Descriptive Research

Descriptions of selected college reading improvement programs (most of which were begun in the 1920s or 1930s) reveals that with the exception of increased standardization in the areas of

IDENTIFIERS- Writing Development

The purpose of this study was to determine if first-, second-, and third-grade science textbooks integrate strategies to enhance literacy development in their texts, thereby reflecting an integrated language-arts perspective. Five sets of popular first-, second-, and third-grade science textbooks with 1990 and 1991 copyright dates were analyzed. Texts used were Holt, Rinehart and Winston's "Holt Science"; Scott Foresman's "Discover Science"; Silver, Burdett and Ginn's "Science Horizons"; McMillan/McGraw Hill's "Science Is Your World"; and Harcourt Brace Jovanovich's "Science, Nova Edition." Results indicated that a limited number of language-arts elements were used in the texts, with development of comprehension and use of varied instructional techniques found most frequently. These were followed in use by oral language, writing development, and the use of children's literature to promote interest in literacy and science; word recognition skills and varied assessment techniques were used least. Use of elements varied by grade and publisher, and within the main and supplementary portions of the texts. (Four tables of data are included; 48 references are attached.) (Author/RS)

ED 366 929

CS 011 608

Carbo, Marie; Eakin, Sybil, Ed.

Breaking the Cycle of Failure: Marie Carbo's Practical Strategies for Reading Success. (Discussion Guide; Three Video Programs.)

PUB DATE- 94

NOTE- 75p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100)

DESCRIPTORS- \*Cognitive Style; Elementary Education; Inservice Teacher Education; Reading Failure; \*Reading Improvement; \*Reading Instruction; \*Reading Strategies; Workshops

IDENTIFIERS- \*Carbo (Marie); Tutored Video Instruction

This discussion guide features plans for three workshops, each accompanying one of the 20-minute video programs in the series "Breaking the Cycle of Failure: Marie Carbo's Practical Strategies for Reading Success." The three programs present an overview of the need for teaching based on children's reading styles, the effect of using the method, directions for implementation, and a number of different strategies available to practitioners who adopt this method for teaching reading. The video programs (Part 1: Overview; Part 2: Identifying Reading Styles and Effective Teaching Strategies; and Part 3: More Effective Teaching Strategies) and the associated sections of the discussion guide serve as the centerpiece for 90-minute staff development workshops. Each section contains a plan for a workshop, but it can also be used as background information for individual trainers, administrators, and practitioners involved in self-study. The guide contains suggestions for opening each workshop, discussion questions to help participants focus on the topic before and after viewing the video, and worksheets and information sheets (some of which are reproducible). Seven previously published articles by Marie Carbo are attached. (RS)

ED 366 930

CS 011 609

Ellis, Nick

Longitudinal Studies of Spelling Development.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC. Office of Research.

PUB DATE- 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Classroom Communication; \*Classroom Environment;  
Classroom Research; Low Income; \*Preschool Children; Preschool  
Education; Protocol Analysis; \*Story Telling; \*Writing  
(Composition); Writing Research

IDENTIFIERS- Beginning Writing; \*Childrens Writing; \*Emergent  
Literacy

This paper describes the kinds of talk that children in three  
different preschools typically experience during storybook read-  
alouds and other interactions with print. The paper situates  
these experiences within everyday classroom life and describes  
the ways these contrasting experiences may be related to the  
development of literacy and literary understandings by  
discussing the story telling and story writing of three  
precocious children from low-income families. Despite support  
at home with resources, limited classroom resources (in terms  
of the number and varieties of books and limited opportunities  
to participate in literate activities) impoverish the  
storyworlds of the students. Three figures of children's  
drawings and writings are included. Contains 24 references. (RS)

ED 366 949

CS 214 194

Fox, Dana L.

The Relationship between Beginning Secondary Teachers'  
Conceptions of English and Their Instructional Practices: Two  
Case Studies.

PUB DATE- Dec 93

NOTE- 43p.; Paper presented at the Annual Meeting of the National  
Reading Conference (43rd, Charleston, SC, December 1-4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Beginning Teachers; Case Studies; \*English  
Instruction; \*English Teacher Education; Higher Education;  
\*Preservice Teacher Education; Secondary Education; \*Student  
Teacher Attitudes; \*Student Teachers; Theory Practice  
Relationship

IDENTIFIERS- \*English Teachers; New Teachers

Case studies of two novices at a large midwestern university  
trace their development from student teacher to first-year  
teacher in secondary English classrooms, focusing primarily on  
their conceptions of literature and the relationship of these  
conceptions to their classroom practices. Data included in-  
depth, semi-structured interviews, observation in student  
teaching seminars and during student teaching and first year of  
teaching, and written artifacts. Both subjects pointed to  
several major influences on their development as teachers of  
English: their students, their English education coursework,  
their peers from those methods courses and from their student  
teaching seminar, and their colleagues in school settings.  
Although "Maureen" rarely mentioned professional development  
activities, "Jenny" believed that local workshops and  
publications were important. To a lesser degree, Maureen said  
that her cooperating teacher played a role in her development;  
in contrast, Jenny felt that her relationship with her

Eyes" (Janice M. Albert); (3) "This New Breed of College Students" (Mary L. Needham); (4) "The Old Lady in the Student Lounge: Integrating the Adult Female Student into the College Classroom" (Mary Kay Morrison); (5) "What Happened to Darleen? Reconstructing the Life and Schooling of an Underprepared Learner" (Smokey Wilson); (6) "Latina/o College Writing Students: Linguistic, Cultural, and Gender Issues" (Kate Mangelsdorf); (7) "Aliteracy among Community College Students" (Raelyn Augustin Joyce); (8) "Today for Tomorrow: Program and Pedagogy for 21st Century College Students" (Claudia M. Barrett and Judith A. Wootten); (9) "Writing Everybody In" (Myrna Goldenberg and Barbara Stout); (10) "The Integration Project: A Model for Curriculum Transformation" (Judith Rae Davis and Sandra S. Silverberg); (11) "If at First You Don't Succeed: Effective Strategies for Teaching Composition in the Two-Year College" (Ellen Andrews Knodt); (12) "A Quarter Century and Beyond: My Story of Teaching Technical Communication" (Nell Ann Pickett); (13) "Honors English in the Two-Year Colleges" (Jean Bolen Bridges); (14) "Writing in Cyberspace: Communication, Community, and the Electronic Network" (Mark C. Harris and Jeff Hooks); (15) "Community College Teaching: Endless Possibilities" (Al Starr); (16) "The Future Community College Instructor as a Business Executive" (Karen Hodges); (17) "Renewed Vitality in the 21st Century: The Partnership between Two-Year College and University English Departments" (Bertie E. Fearing); (18) "(Re)Viewing Faculty Preservice Training and Development (Keith Kroll); and (19) "Scholarship and Teaching: Crafting the Art" (George B. Vaughan). (NKA)

ED 366 969

CS 214 220

Ediger, Marlow  
Seminar Methods in Middle School Literature.  
PUB DATE- 94  
NOTE- 5p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Reports -  
Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Brainstorming; \*Bulletin Boards; \*Childrens  
Literature; Classroom Communication; \*Discussion (Teaching  
Technique); Elementary School Students; Grade 6; Instructional  
Effectiveness; Intermediate Grades; \*Literature Appreciation;  
\*Middle Schools; Reading Material Selection; Seminars  
IDENTIFIERS- Cassie Binegar; Collaborative Writing; Middle School  
Students; \*Reading Motivation; \*Trade Books  
Middle school students can become fascinated with literature if  
they have a choice in selecting which trade book to read and  
the means of revealing comprehension. One student teacher (ST)  
developed a bulletin board to stimulate learner interest in  
reading for her sixth grade students. "Read and Digest" was the  
heading, with four illustrations showing a student reading,  
travel scenes, historical figures, and four new book jackets  
which overlapped. Using the book "Cassie Binegar" (Patricia  
MacLachlan), the ST discussed the bulletin board with the class  
and told related trade book content for each illustration. The  
ST mentioned that she would like to use a seminar method to  
discuss the book in depth, and she explained this method to the  
four students who had volunteered to read the book. The four  
students, when asked if they had enjoyed the book, responded in  
the affirmative. They were enthusiastic and ready to share and  
analyze ideas contained in the book. The open discussion

EDRS Price- Document Not Available from EDRS.  
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
 Classroom Use - Teaching Guides (For Teacher) (052), Books (010)  
 DESCRIPTORS- \*Audience Awareness; Higher Education; Layout  
 (Publications); \*Technical Writing; Text Structure; Visual  
 Aids; \*Writing Processes; Writing Strategies  
 IDENTIFIERS- Collaborative Writing; Oral Presentations; Process  
 Approach (Writing); Professional Writing; Technical  
 Communication; Writing Contexts  
 Advising student writers to think constantly about their readers,  
 this book provides thorough instruction in the technical  
 writing process, organizing most chapters around easy-to-  
 understand guidelines, and providing numerous annotated  
 examples of writing done at work. New to the second edition of  
 the book are chapters on persuasion, using the library, and  
 writing collaboratively. Case-study problems and planning  
 worksheets have also been added to the second edition. Chapters  
 in the book are: (1) Writing, Your Career, and This Book; (2)  
 Examples of Reader-Centered Writing: Resumes and Letters of  
 Application; (3) Defining Your Objectives; (4) Planning to Meet  
 Your Readers' Informational Needs; (5) Planning Your Persuasive  
 Strategies; (6) Using the Library; (7) Drafting Paragraphs,  
 Sections, and Chapters; (8) Using Six Patterns of Development;  
 (9) Beginning a Communication; (10) Ending a Communication;  
 (11) Writing Sentences; (12) Choosing Words; (13) Using Visual  
 Aids; (14) Creating Twelve Types of Visual Aids; (15) Designing  
 Pages; (16) Checking; (17) Reviewing; (18) Testing; (19)  
 Revising; (20) General Reports; (21) Empirical research  
 Reports; (22) Feasibility Reports; (23) Progress Reports; (24)  
 Proposals; (25) Instructions; (26) Writing Collaboratively;  
 (27) Preparing Oral Presentations; and (28) Delivering Oral  
 Presentations. Appendixes discussing formats for memos,  
 letters, and books; formats for footnotes, reference lists, and  
 bibliographies; and projects and cases are attached. (RS)

ED 366 991

CS 214 243

Faigley, Lester  
 Fragments of Rationality: Postmodernity and the Subject of  
 Composition.

PUB DATE- 92

NOTE- 295p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
 (120), Guides/Methods/Techniques (For Practitioners) - Non-  
 Classroom Use (For Administrative and Support Staff, and for  
 Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
 (055)

DESCRIPTORS- Computer Networks; Higher Education; \*Teacher  
 Attitudes; Textbooks; Theory Practice Relationship; \*Writing  
 Evaluation; \*Writing Instruction

IDENTIFIERS- \*Composition Theory; \*Postmodernism; Professional  
 Concerns

Noting that the study of composition has been less affected by  
 postmodern theory than other humanities and social science  
 disciplines, this book assesses the study and teaching of  
 writing against the larger theoretical, political, and  
 technological upheavals of the past 30 years. The book  
 addresses the theoretical debate about the "self" the student  
 writer is asked to occupy, the "modernist" goal of producing a  
 rational, coherent student subject, and the writing  
 instructor's unconscious imposition of elitist values and  
 expectations in evaluating student work. The book also explores

Communication; Introductory Courses; Listening Skills; Speech Communication; State Standards; \*Student Evaluation; Teacher Certification

IDENTIFIERS- Professional Concerns; \*University of Wisconsin Oshkosh

The Communication Department at the University of Wisconsin-Oshkosh has made a direct response to the rule of the Wisconsin Department of Public Instruction that teacher preparation institutions recommend students for certification only after they have demonstrated proficiency in speaking and listening. Proficiency is demonstrated by certain key tasks completed by students enrolled in Communication 96-111, "Fundamentals of Speech Communication." Assessment instruments were developed and are used to assess knowledge of communication principles and performance in public speaking, interpersonal communication, and listening. The instruments are continually tested for their validity and reliability. (Contains 13 references, a handout outlining the specific requirements for an informative speech, a public speaking rating form, an interpersonal skills rating form, and a list of questions to assess interpersonal communication.) (RS)

ED 367 010

CS 508 465

Bourhis, John; And Others

A Comparison of And Commentary on Cross-Cultural Communication Apprehension Research: A Preliminary Assessment.

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Communication Apprehension; Communication Problems; \*Communication Research; Comparative Analysis; Cross Cultural Studies; \*Cultural Differences; Foreign Countries; Higher Education; Meta Analysis; Research Needs; Validity

IDENTIFIERS- \*Communication Behavior

A study examined the extent to which existing data on communication apprehension (CA) can be employed to accurately reflect the cultural differences observed. The impact of those findings on the understanding of the nature of CA as it occurs in multiple cultures was also examined. Ten research reports that contained quantitative information that would allow for comparison between data sets were examined. Results were consistent with the growing body of cross-cultural CA research that supports the claim that some cultures have CA norms similar to the United States while others have CA norms which differ substantially--Lithuanians, Finns, Swedes, and the English are more apprehensive than Americans, while Australians, Chinese, Micronesians, Puerto Ricans, Filipinos, Costa Ricans, and Koreans are less apprehensive than Americans. Future research needs to identify and quantify the specific consequences and make a greater effort to address the validity of the measures employed to assess CA and its related constructs in other cultures. (Contains 3 tables of data and 29 references.) (RS)

ED 367 011

CS 508 466

Ma, Ringo

Communication Differences between Native and Non-Native

PUB DATE- Apr 93

NOTE- 34p.; Paper presented at the Annual Conference on Language and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; Communication Research; Cross Cultural Training; Cultural Differences; Employer Employee Relationship; Industrial Training; \*Nonverbal Communication; \*Nonverbal Learning; \*Organizational Communication; Research Needs; \*Training Methods

IDENTIFIERS- \*Communication Strategies; Japanese Culture;

Japanese Management Techniques; Organizational Culture

Noting that cross-cultural and language barriers pose formidable challenges to managers, a case study examined the application of selective nonverbal communication strategies (nonverbal cues, learning by observation, and the organization of learning) for management and training development efforts within diverse cultural environments. Source material was drawn from exploratory fieldwork conducted at a Japanese-owned business (anonymous) located in the United States and with operations in North America, Europe, and Japan. Preliminary results indicated that attention to "visuals" was evidenced in production, training, and development at all organizational levels, communication efforts, research and development, and hiring practices. Results also indicated that these procedures were so ingrained procedurally that they were not even recognizable to interviewees until questioned about them. Future research should examine linkages between nonverbal communication, training, corporate culture, and significant other variables. (A figure illustrating the "fishbone" diagram and 12 notes are included; a definitions of terms is attached. (Contains 28 references.) (RS)

ED 367 030

CS 508 487

Kelly, Ernece B.

Women of Color in Film and Using Short Film in the Classroom.

PUB DATE- Nov 93

NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Historical Materials (060), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Blacks; Ethnic Studies; \*Females; Film Production; \*Film Production Specialists; \*Film Study; Higher Education

IDENTIFIERS- \*African Americans; \*Film Directors; Film History; Film Viewing

This paper describes how director Spike Lee changed Hollywood's representations of African Americans in a dramatic way. He returned to traditions of early African American filmmakers like Oscar Micheaux by casting all-black movies. In his first film, "She's Gotta Have It", he broke with the Hollywood tradition of using a classic beauty type as his leading lady for the character Nola Darling. In a further departure, Darling's role is not a usual one for African American women in Hollywood films: she is not a servant, a doomed mulatto, a victim, nor a "glitzy ornament" snapped to the end of a man's arm. What



Catholic schools in the Diocese of Parramatta (Australia). It recommends a shift in the culture of principal-professional development from a system-driven, input model to an individualized approach founded on collaborative, experience-based, critical reflection. A survey of the 74 principals in the diocese, conducted by the Principal Professional Development Task Force, elicited a 64 percent response rate. Findings indicate that the principals are experienced, highly qualified, and participate regularly in various kinds of professional development. It is suggested that the administration acknowledge the importance of experience in professional development, structure professional-development programs in longer blocks of time, and be sensitive to individual differences. Criteria for principal selection are also outlined. Sixteen tables and a copy of the survey are included. (LMI)

ED 367 051

EA 025 624

Carter, D. S. G.  
Information Processing, Outcomes-Based Education, and the  
Management of Teaching and Learning.

PUB DATE- Jan 94

NOTE- 32p.; Paper presented at the Annual Meeting of the  
International Congress for School Effectiveness and Improvement  
(7th, Melbourne, Victoria, Australia, January 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Computer Uses in Education; \*Educational  
Objectives; Elementary Secondary Education; Foreign Countries;  
\*Information Management; \*Information Technology; \*Information  
Utilization; Public Schools

IDENTIFIERS- \*Australia; Outcome Based Education

Outcomes-based education (OBE) is growing in stature in Australia and other Westernized nations. In Australia, education systems have adopted OBE within the framework of National Profiles curriculum statements in eight learning areas, including arts, health and physical education, science, English, languages other than English, mathematics, studies of science and environment, and technology. Schools must assess students' progress against more comprehensive outcomes and engage in evaluation and assessment of teaching in a publicly verifiable manner. The scope of these changes has overwhelmed many educators who do not have access to the most advanced information processing technology. Instructional Management Systems (IMS) utilizing computers are designed to manage many aspects of schooling: curriculum development, instruction, evaluation, and assessment. However, computer technology and its benefits to information flow have been slow to enter the classroom and instruction. A new curriculum model must be adopted that keeps up with and effectively manages emerging and rapidly changing information. Well constructed IMSs allow unobtrusive and automatic acquisition of data in areas of curriculum, pedagogy, and assessment. The IMSeries software provides the information management tools to meet educators' needs. (Contains 15 references.) (JPT)

ED 367 052

EA 025 625

Volp, Frederick D.; And Others  
Snapshot of the Superintendency: A Study of School  
Superintendents in New York State--1992.

Intervention Model, Tactics for Thinking, Direct Instruction, Mastery Learning, Learning Styles, SUCCESS, Student Team Learning, Classwide Student Tutoring Teams, Adaptive Learning Environments Model, Vermont Consulting Teacher Model, Teacher Assistance Team, Project RIDE, North Carolina Lead Teacher Model, Comprehensive Local School, and Coalition of Essential Schools. (Each program description contains a list of references.) (JDD)

ED 367 072

EC 302 753

Yseldyke, James; Christenson, Sandra  
TIES-II: The Instructional Environment System-II. A System To Identify a Student's Instructional Needs.

PUB DATE- 93

NOTE- 194p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Test, Questionnaires, Evaluation Instruments

(160), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Classroom Environment; Elementary Secondary Education; \*Environmental Influences; \*Evaluation Methods; \*Family Environment; \*Needs Assessment; \*Student Evaluation; Student Needs

IDENTIFIERS- \*Instructional Environment System II

The Instructional Environment System-II (formerly known as the Instructional Environment Scale) is designed to assist in systematically analyzing a target student's instructional environment, including both school and home contexts, and instructional needs. Through observation and interviewing educators systematically describe the presence and importance of classroom and home correlates of academic achievement for the target students, which in turn enables them to design an intervention. The focus is on manipulating the classroom or home context to elicit more appropriate responses from the student. The manual's first section includes the information and directions needed to use the system. This section provides a rationale, a description of the system's 8 forms and 17 components, and guidelines for interpreting data and planning interventions. The system's components include: instructional match, teacher expectations, classroom environment, instructional presentation, cognitive emphasis, motivational strategies, relevant practice, informed feedback, academic engaged time, adaptive instruction, progress evaluation, student understanding, expectations and attributions, discipline orientation, home affective environment, parent participation, and structure for learning. The manual's second section includes a review of the literature in support of the system and a description of the system's development and technical characteristics. Appendixes contain system forms, descriptions of the system's components, supplemental interview questions, and a list of print resources. (Contains almost 400 references.) (JDD)

ED 367 073

EC 302 754

Adler, Sol, Ed.; King, Deborah A., Ed.  
Oral Communication Problems in Children and Adolescents. Second Edition.

PUB DATE- 94

NOTE- 186p.

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Anxiety; \*Behavior Modification; Case Studies;  
\*Drug Therapy; Elementary Education; Elementary School  
Students; \*Emotional Disturbances; \*Intervention; Parent  
Participation; School Phobia; \*Speech Impairments; Speech  
Improvement

IDENTIFIERS- \*Elective Mutism; Fluoxetine

This paper presents a case study of successful intervention with a boy (in fourth grade at the time of the intervention) who would not speak in the school environment. Intervention involved medication with Fluoxetine to relieve anxiety, parental involvement, and a six-step behavioral therapy plan of gradually increasing speech demands in the school situation with associated rewards and consequences. The therapy plan involved having the boy converse or read with his mother in a school room, then converse with his mother and one of his friends in a school room, and so on, up to the last step which involved having the boy speak to his classmates. (DB)

ED 367 094

EC 302 796

Benninghof, Anne M.

Ideas for Inclusion: The Classroom Teacher's Guide to Integrating  
Students with Severe Disabilities.

PUB DATE- 93

NOTE- 147p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For  
Practitioners) - Classroom Use - Teaching Guides (For Teacher)  
(052)

DESCRIPTORS- \*Classroom Techniques; \*Educational Philosophy;  
Educational Practices; Educational Trends; Elementary Secondary  
Education; \*Mainstreaming; \*Severe Disabilities; \*Social  
Integration; Teaching Methods

This book presents 50 strategies for including students with severe disabilities in regular classrooms. Introductory sections review the trend towards increased classroom integration and explain a philosophy of successful integration. The 50 strategies are each introduced by a thought-provoking quote or statistic, some general information, and then specific information about how to implement the strategy. Additional resources are often suggested. Strategies address the following: use of "People First" terminology, managing professional literature and conferences, strategic planning through an integration task force, "All About Me" books, asking students for ideas, simulations, school chores, a disability quiz, passing out "stuff" (papers, books, tests, etc.) in the classroom, work folders, conversation books, guest readers, curricular infusion, communication log books, working with para-educators, an environment checklist, organizational tools, peer tutoring, hints for peer tutors, scheduling for inclusion, helping children to make friends, learning styles, cooperative learning, adapted equipment, a school store, circles of friends, natural proportions, grading, informal inclusion, needs assessment, recess, a quick student information form, the library, parents, academic modification, art/music/physical education classes, student investigators, integrated therapy, finding time to talk, collaborative teaching, disruptive behavior, schedule reminders, choices, lunch pals, simulating learning differences, using computers, academic modifications in reading, the role of support personnel, visiting successful

References accompany individual papers. (DB)

ED 367 113

EC 302 822

O'Reilly, Fran

State Special Education Finance Systems, 1992-93.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Dec 93

NOTE- 102p.; For related documents, see ED 318 186 and EC 302 820-821.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Categorical Aid; \*Disabilities; Educational Change; Educational Economics; \*Educational Finance; Educational Policy; Elementary Secondary Education; Finance Reform; Financial Support; National Surveys; School Taxes; \*Special Education; \*State Programs; State Standards

IDENTIFIERS- \*Funding Formulas

This report which describes state systems for financing special education programs for school-age children with disabilities, is based on a is based on a national survey of state directors of special education during the 1992-93 school year. Emphasis is on determining state funding formulas, recognizing that many states are currently in various stages of reassessing, redesigning, or implementing significant changes in their funding systems for special education. The report includes two major components. The first component provides an overview of state school finance systems in general and considers the relationship between general and special education funding programs. It is geared to policymakers (and others) who are not experts in school finance concepts and practices. This section includes information on basic support funding (e.g., foundation programs, percentage equalization, guaranteed tax base/yield programs, flat grants, and full state funding) and information on categorical aid, including approaches to special education funding and criteria for evaluating the various special education funding models. The second component provides an abstract of each state's special education funding mechanism for the 1992-93 school year. A list of state administrators who can be contacted for additional information is appended. (Contains 13 references.) (DB)

ED 367 114

EC 302 823

Wentz, Thomas L.; Larson, Julie

The FAS Child: A Primer for Teachers.

PUB DATE- Dec 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - Serials (022)

DESCRIPTORS- \*Alcohol Abuse; Attitudes; Child Development; Clinical Diagnosis; \*Congenital Impairments; Developmental Stages; Educational Methods; Elementary Secondary Education; Incidence; Infants; Medical Evaluation; \*Neurological Impairments; \*Prenatal Influences; Preschool Education; \*Symptoms (Individual Disorders)

IDENTIFIERS- Impairment Severity

on language and gender; and comments from instructors about teaching the courses. The collection is intended as a resource for those developing or teaching a course about language and gender. (MSE)

ED 367 132

FL 021 618

Raymond, Patricia M.

The Effects of Structure Strategy Training on the Recall of Expository Prose for University Students Reading French as a Second Language.

PUB DATE- 93

NOTE- 175p.; The abstract is presented in both English and French.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; College Students; Foreign Countries;

\*French; Higher Education; Language Research; Reading Comprehension; \*Reading Materials; \*Reading Strategies; \*Recall (Psychology); Second Language Learning; \*Second Languages; \*Time Factors (Learning)

A study investigated whether adult anglophone readers of French could be taught to use the organizational patterns (top-level structures, or TLSs) in expository text and whether they could then use this knowledge (the structure strategy) to facilitate reading comprehension as measured quantitatively through immediate free recall. Subjects were 43 university students of high intermediate level French proficiency divided into experimental (n=21) and control (n=22) groups. The experimental group received training in the use of five TLSs: description; sequence; causation; problem solution; and comparison. Training concentrated on use of the TLSs and their corresponding signal words as strategy for promoting recall. All subjects were pre- and posttested for reading comprehension and recall. Subjects also completed rating scales to estimate text difficulty, memorability, affect, interest, background knowledge, clarity of argument, organization, recommendations, content, and discussion of content. Results indicate that: text topic was a significant factor in recall, suggesting that effects of training in structure strategy cannot be predicted across topics; more proficient readers appeared to have the structure strategy already, and those trained in it had improved recall; structure strategy is teachable; reading time was not significantly related to recall; and longer passages seemed to offer no disadvantages. (MSE)

ED 367 133

FL 021 777

Gladstein, Jill, Ed.; Silver, Rita Elaine

Working Papers in Educational Linguistics, Volume 9, Number 2.

PUB DATE- 93

NOTE- 101p.; For individual papers, see FL 021 778-783.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- English (Second Language); Language Planning;

\*Language Research; Language Standardization; Peer Evaluation; Portuguese; Second Language Instruction; Second Language Learning; Socioeconomic Status; \*Sociolinguistics; Spelling; Student Attitudes; Uncommonly Taught Languages; Written Language

IDENTIFIERS- Language Consciousness; Pennsylvania (Philadelphia); Questions

This issue of a journal designed to present works in progress by students and professors of linguistics contains the following

Crabbe, David  
Bringing Evaluation and Methodology Closer Together.  
PUB DATE- 91

NOTE- 8p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Class Activities; Classroom Techniques; Evaluation Criteria; Foreign Countries; Independent Study; \*Instructional Design; Instructional Effectiveness; \*Learning Motivation; Second Language Instruction; \*Second Languages; \*Student Evaluation of Teacher Performance; Student Motivation; \*Teaching Methods

Problems inherent in student evaluation of second language teaching methodology, particularly task-based instruction, are discussed and recommendations are made. It is argued that course evaluation by learners is based on their assessment of their own communicative performance, and that they are likely to attribute a general sense of progress, at least in part, to class activities. However, if self-direction is an instructional goal, a general sense of progress is not an adequate criterion. Evaluation of methodology should be encouraged from the outset and be focused on specific tasks. If learners see value in the tasks, they are more likely to use them for independent work. If teachers were to examine instructional tasks to determine whether learners can evaluate them positively for effectiveness, they would find that the tasks are often inappropriate. Therefore, tasks should be: (1) identifiable by learners as involving a specific type of performance; (2) designed in such a way that they can be staged easily by a learner working on his own; and (3) include an element of enhanced feedback and practice to demonstrate improved performance. Incorporation of these elements in learning tasks is viewed as part of a broader strategy to develop learner self-direction. (MSE)

Weir, C. J.; Roberts, J.  
Evaluating a Teacher Training Project in Difficult Circumstances.  
PUB DATE- 91

NOTE- 20p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*English (Second Language); Foreign Countries; Grade 8; Language Teachers; Program Effectiveness; \*Program Evaluation; \*Research Methodology; Sampling; Secondary Education; Second Language Instruction; \*Second Language Programs; \*Teacher Education Curriculum; \*Testing Problems; Work Environment  
IDENTIFIERS- \*Nepal

resulting from the project are summarized, and future directions in this kind of teacher training are outlined. Appended matter includes a project description and institute agendas and materials. (MSE)

ED 367 175

FL 021 900

Dogancay, Seran

Turkish Language Reform in a Language Planning Framework: Its Impact on Language Use of Turkish Cypriot High School Students.

PUB DATE- 93

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Applied Linguistics (1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Strategies; Diachronic Linguistics; Foreign Countries; High Schools; High School Students; \*Language Planning; \*Language Role; \*Linguistic Borrowing; \*Public Policy; \*Turkish

IDENTIFIERS- Neologism; \*Turkey

Turkish language reform began as a language simplification effort by literary figures of the late 19th century, gathering momentum in the 1920s and 1930s to become a large-scale planning activity to save Turkish from domination by foreign influences. Change in script was easy due to low literacy rates, but purification of the lexicon, by stylistic simplification and lexical modernization, was always controversial. Reformers followed four strategies for finding authentic Turkish substitutes for foreign borrowings. A recent study in two Cyprus high schools investigated language usage in relation to Turkish language reform efforts and to assess results of some of the language-related educational policies. A total of 213 students from English-medium and Turkish-medium classes were surveyed and tested on their knowledge of reform-based Turkish neologisms taken from daily newspapers, and their written compositions were analyzed for language usage. In addition, teachers and administrators were interviewed about their views on teaching and using the Turkish language. Results suggest that although Turkish language reform reshaped the language, it is now a much reduced effort, little reinforced in policy implementation in general and specifically in Cypriot schools. Further language planning is recommended. (MSE)

ED 367 176

FL 021 902

Pennington, Martha C.

Research on Language in Hong Kong: An Overview.

PUB DATE- Dec 93

NOTE- 21p.; Revised version of a paper presented at the Pacific Language Research Forum (Sydney, Australia, July 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Chinese; \*Code Switching (Language); \*Discourse Analysis; \*English; Foreign Countries; Language Research; \*Language Role; Regional Dialects; Research Methodology; Research Problems; \*Sociolinguistics; Surveys

IDENTIFIERS- \*Hong Kong

Research on language in Hong Kong is reviewed, focusing on work in the areas of discourse analysis, sociolinguistics, and survey research. Discourse analysis studies examined include research on classroom language, discourse in other settings

education and training. Chapter 2 specifies the shared and distinctive career guidance service needs of various client groups (students, the general adult population, colleges, corporations, and counseling program/service developers). Outlined in chapter 3 are a model guidance system and major approaches to guidance. Chapter 4, which focuses on the functions of guidance systems, covers the domains of self-understanding, the dimensions of values, the structure of interests, prediction in the System of Interactive Guidance and Information (SIGI), skills in SIGI PLUS, occupational information, strategies for deciding, decisions in actions, and style and design. Examined in chapter 5 are considerations/processes in evaluating guidance systems, including aspects of validity, efficacy, comparisons of males and females in CDM, independent evaluation, and evaluations of SIGI and SIGI PLUS. Chapter 6 assesses the future prospects of CDM, including possible new delivery systems and international development. Contains 263 references. (MN)

ED 366 717

CE 065 332

Kuratko, Donald F.

Demystifying the Business Plan Process: An Introductory Guide.

PUB DATE- 90

NOTE- 11p.; Small Business Forum Reprints, volume 8, number 3, winter 1990.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Education; \*Business Administration; Business Administration Education; \*Entrepreneurship; \*Planning; Postsecondary Education; \*Small Businesses; Technical Writing  
IDENTIFIERS- \*Business Plans

This article is designed as the starting point for writing a business plan. It first describes what a business plan is. These benefits are discussed: financing, increasing knowledge, preventing poor investment, and planning. A brief description follows of the 10 components of a business plan: executive summary; business description; marketing; research, design, and development; manufacturing; organization; critical risks; financial; milestone schedule; and appendix. Insets focus on these special topics: emerging business forums, a common stumbling block--the writing process, and a business plan checklist--key questions to answer. A brief sampling of the types of places that may have the kind of information needed covers sources of internal data and sources of external data. Drawbacks and limitations to business plans are addressed. The article concludes with a list that outlines 11 suggested resources for business plan development. This information is provided for each resource: title, description, and level of sophistication. These include six specialty books devoted entirely to business plans and five textbooks containing thorough coverage of business plans as well as additional material on entrepreneurship and small business management. (YLB)

ED 366 718

CE 065 451

Bowen, Blannie E., Ed.

Enhancing Diversity in Agricultural Education.

PUB DATE- Dec 93



movement. Public employment doubled, and the manufacturing sector expanded dramatically. Curtiss-Wright's air force factory work force was unionized shortly after it began production in 1941. For the past 2 decades, the challenge for organized labor in central Ohio has been to launch new initiatives in the face of a dramatically changing social and economic environment. (Contains 27 related readings.) (YLB)

ED 366 736

CE 065 548

Saskatchewan Older Adult Literacy Survey. Final Report.  
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 30 Jul 92

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; \*Adult Literacy; Adult Programs; Age Discrimination; Educational Research; Foreign Countries; \*Literacy Education; \*Motivation; \*Older Adults; \*Participation

IDENTIFIERS- \*Saskatchewan

The Saskatchewan Older Adult Literacy Survey involved 16 literacy programs offered by the regional colleges, public libraries, and technical institutes throughout the province of Saskatchewan, Canada. The 2-month survey acquired information for an overview of the current state of older adults and literacy in Saskatchewan through mailed questionnaires and structured telephone interviews with 14 literacy program coordinators. Learners were found to vary in age, gender, cultural heritage, income levels, and rural/urban origins. Reasons for participation in literacy programs were diverse: independence, self-esteem, enhanced quality of life, and security. Barriers to older adults' participation in literacy programs were as follows: negative attitudes toward self and ability to learn, stigma, misconceptions of others about the learning abilities of older adults, and gaps in current literacy programming. The roots of illiteracy ranged from environmental factors to traditional gender roles. Older adults could be reached if programs were made accessible and relevant, if a peer tutoring system were created, and if programs were promoted as lifelong learning. Ideas to meet older adult learners' needs are suggested: educational resource development, relevant learning and teaching approaches, and the center's role as an educator and information clearinghouse on literacy and the older adult. (Appendixes include instruments, data tables and figures.) (YLB)

ED 366 737

CE 065 549

Last Mountain Learning Opportunities for Older Adults and Others.  
1991-92 Report.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 30 Apr 92

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Educational Opportunities; \*Extension Education; Foreign Countries; \*Older Adults; \*Program Development; \*Program Effectiveness; \*Rural Areas; Rural Education

or job skills. Within Victoria, community-based learning centers fall into three categories: adult learning centers, neighborhood houses, and adult literacy groups. Two especially important changes in adult education are student demand for proof of attendance and commonwealth funding for research projects into adult education that raise the visibility of the sector. The Council of Adult Education (CAE), the Victorian statutory authority responsible for adult education, is unique in Australian adult education. As a very large provider of adult learning opportunities, CAE sits uncomfortably in a sector made up principally of small organizations that consider the council's considerable resource allocation as disproportionately favorable to the CAE. The CAE appears especially suited to carry out some proposed initiatives given its statutory independence and sole function of providing adult education. (YLB)

ED 366 756

CE 065 591

Randell, Shirley  
Adult Education, Postmodernity and a Future? An Australian Experience.

PUB DATE- 18 Nov 93

NOTE- 10p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 18, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Development; \*Adult Education; Decision Making; \*Educational Change; Educational Development; \*Educational Objectives; Foreign Countries; Futures (of Society); Lifelong Learning; Needs Assessment; Relevance (Education); \*Role of Education; Self Actualization

IDENTIFIERS- \*Australia

In Australia, the two principal streams of emancipatory adult education have been focused on the liberal tradition of freedom from traditional social and religious constraints through learning and on having suppressed groups understand and overthrow the conditions of their oppression. Australians appear to be having difficulty coping with the 1990s--a period of radical social, cultural, political, economic, and technological change. The movement of adult education toward an ethos of personal growth has been hindered by a strong developing governmental view that education should meet government priorities for an educated work force and reduced unemployment figures. The view that suggests that education for disadvantaged people should be the only priority for spending in adult education ignores some important elements that are becoming apparent in the postmodern world. Two of those are that this is a high risk society and that the essential means of understanding the self are now changing dramatically. The vocational world is becoming inherently unstable and not only new skills but new attitudes are required to sustain coherence and stability. To price adults out of education is shortsighted and risks being highly discriminatory. Social life is also inherently unstable. Adult education gives people opportunities through which they can create and recreate their futures. Life planning is a good example of the construction of meaning through adult education. It suggests that life is about options and choices; it is about providing one's own anchors. (YLB)

ED 366 757

CE 065 592

published research of the National Center for Research in Vocational Education (NCRVE). In Issue 1 are these eight articles: "Twelve Exemplary High Schools: Preparing Vocational Students for College"; "High School Vocational Education Withering Away?"; "Separate or Integrated High Schools: What's Best for Students?"; "Learners with Special Needs: Vocational Education Resources"; "Reforming Education for Work: Some Guidelines from Cognitive Science"; "Our Changing Workplace: Impact on Skill Requirements"; "Investments in People: Data to Support the Value of Vocational Education"; and "Coordination between Voc Ed and JTPA Job Training Partnership Act Programs: Local Successes." Issue 2 contains six articles: "How Should We Use Data to Improve Education?"; "The Cunning Hand, the Cultured Mind": Integrating Vocational and Academic Education"; "The Beginning Vocational Teacher: Spotlight on the Induction Process"; "Customized Training and Economic Development: New Roles for Vocational Education"; "Generic Skills: Teaching and Learning for the Workplace"; and "Community College Research: An Update." In issue 3 are seven articles: "Does Work Enhance Student Success?"; "Co-op Education Students Find College and Work Mutually Reinforcing"; "NCRVE Human Resource Directory"; "How Do Successful Vocational Education Administrators Behave?"; "Adult Vocational Education: Issues for the 90s"; "Nontraditional Student Attrition: A Model"; and "Education and the Economy: Monitoring the Interaction." The five articles in issue 4 are "How are Teachers Responding to Integration?"; "Part-Time Faculty in Community Colleges: Staff Development Issues"; "Professional Development Programs: Lessons Learned"; "The National Assessment of Vocational Education"; and "Vocational Education Policies: An Overview." (YLB)

ED 366 774

CE 065 619

NCRVE Change Agent, 1992.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 92

NOTE- 46p.; For 1991 and 1993 volumes, see CE 065 618-620.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Education; Accountability; Community Colleges; Competency Based Education; Computer Uses in Education; \*Correctional Education; Correctional Institutions; Demonstration Programs; \*Educational Change; Educational Planning; \*Educational Research; Education Work Relationship; \*Integrated Curriculum; Postsecondary Education; Pregnant Students; Program Development; Program Evaluation; School Restructuring; Secondary Education; Special Needs Students; Teacher Education; Two Year Colleges; Unwed Mothers; \*Vocational Education; Vocational Education Teachers

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; \*Tech Prep

These three issues of volume 2 (1992) contain brief reports on published research of the National Center for Research in Vocational Education. In issue 1 are these five articles: "High Schools with Character: Why Might They Be Important?"; "An Uncommon Education: Interaction and Innovation"; "Community College Contract Instruction: Complex Issues"; "SET Security, Employee involvement, and Training and JAM Job Classification, Adversarial relations, and Minimal training Work Systems: Implications for Education"; and "A National Database on Vocational Teacher Education." Issue 2 contains

information utilization skills; interpersonal relationships/personal development; and ability to understand and work with systems and various technologies. The Partnership for Academic and Career Education (PACE), a business and education consortium involving various South Carolina schools/community colleges, businesses/industries, and the National Dropout Prevention Center at Clemson University, is working to improve delivery of such training to all students, regardless of their postgraduation goals. Through their tech prep initiative, the PACE partners are working to develop innovative programs to increase students' motivation to graduate from high school and pursue occupational training at two-year colleges. Clemson University's Department of Industrial Education (DIE) is also working to facilitate tech prep articulation by offering a broad range of programs to prepare students for teaching positions and occupations within the framework of human resource development/industrial training in the private sector. Through an informal articulation process with South Carolina's technical colleges, the DIE has given many technical school graduates the opportunity to continue their education without duplication of courses and with minimum interruption. (MN)

ED 366 792

CE 065 680

Hasty, Doyle E.

The Development, Implementation, and Evaluation of an Electronics Curriculum Using Computer-Assisted Instruction/Computer-Controlled Laboratory at Motlow State Community College, Tullahoma, Tennessee.

PUB DATE- 4 Dec 93

NOTE- 9p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Community Colleges; Competency Based Education;

\*Computer Assisted Instruction; \*Curriculum Development;

Electric Circuits; \*Electronics; \*Learning Laboratories;

Program Effectiveness; \*Technical Education; Two Year Colleges

IDENTIFIERS- Motlow State Community College TN

Motlow State Community College (MSCC) in Tullahoma, Tennessee, received a federal grant to develop and implement an electronics computer-assisted instruction (CAI) classroom and an electronics computer-controlled laboratory (CCL). A portion of a complete CAI/CCL electronics curriculum developed by NIDA Corporation was developed, implemented, and evaluated at MSCC for use in teaching a total of 504 competency-based objectives in courses in direct current (DC) circuits, alternating current (AC) circuits, and digital circuitry. MSCC is now in its fourth year of using the CAI/CCL system and regularly offers basic electronics classes covering the 504 objectives through a combination of the CAI/CCL, a textbook developed by NIDA Corporation, and daily lectures. The MSCC program features 12 IBM-compatible personal computers that are each connected to a NIDA 130C trainer and that each have DC, AC, analog, and digital software and supporting experiment cards. The CAI/CCL system generates tests for almost every lesson that are instantly graded by the system. The system software has proved nearly error free and the NIDA trainers have been very dependable. Student satisfaction with and success in the program have been near the 100% level. (MN)

references and 5 data tables.) (YLB)

ED 366 810

CE 065 717

Titworth, Tobie R.; Baum, James

Home Improvement II (Using Television in Skill Development).

PUB DATE- 4 Dec 93

NOTE- 10p.; Paper presented at the American Vocational

Association Convention (Nashville, TN, December 4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Audiovisual Instruction; Curriculum Development;

\*Distance Education; \*Educational Change; \*Educational

Television; Education Work Relationship; Job Training; Program

Development; Program Implementation; Skill Development;

\*Teacher Education; \*Technological Advancement; Telecourses;

\*Vocational Education

The major negative factor to the full integration of televised instruction into the educational system has always been cost, either because of the initial investment or the time required to develop courseware. Resistance to change has always been and continues to be the greatest barrier to the use of all technologies in education. Countless studies have proven that students do just as well using the many variations of telecourses as they do taking the course in the traditional method. From the administrator's perspective, the keys to academically sound and productively effective use of television are as follows: (1) devise an overall strategic plan for reaching students using the best available means; (2) build the support system as the course progresses; (3) design the courses to be learner centered and teacher managed; and (4) maintain the personal touch. Some specific guidelines for preparing teachers to use video are the following: treat the course as unique and special; be a real, caring, genuine teacher; reveal oneself; be prepared; encourage student involvement and interaction; honor the student; recognize and prepare for differences in learning styles; and plan to ask how, why, what, or what if. A satellite called TELSTAR 401 launched in December 1993 will be used to broadcast educational opportunities nationwide and will force states and other agencies to rethink student policy. (Contains 13 references.) (YLB)

ED 366 811

CE 065 718

DeGraw, Christine E.; Stroud, Lee M.

The Macintosh Computer: A Link between Work and the Disabled Worker.

PUB DATE- 5 Dec 93

NOTE- 7p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 5, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- \*Accessibility (for Disabled); Assistive Devices

(for Disabled); Communication Aids (for Disabled); Computer

Oriented Programs; Education Work Relationship; Head Injuries;

\*Hearing Impairments; Learning Disabilities; \*Physical

Disabilities; Secondary Education; Sensory Aids; Special Needs

Students; \*Speech Impairments; \*Visual Impairments; Wheelchairs

IDENTIFIERS- \*Apple Macintosh

Community Service Act 1990; \*Peace Corps

The National and Community Service Act of 1990 (P.L. 101-610), enacted in November 1990, authorized the establishment of a program for minority students to receive financial assistance grants in preparation and exchange for Peace Corps service. Although more than 3 years have passed since the enactment of the authorizing legislation, the demonstration program has not yet been fully implemented. As of January 1994, nine college and universities have agreed to participate in the program; however, no students have been awarded grants. According to officials of the Commission on National and Community Service the Peace Corps' program was given relatively lower priority because it was smaller than many other programs authorized by the legislation. Peace Corps officials said the demonstration program could not be considered one of its high-priority programs given the funding level for the program. University officials raised some concerns. Officials at several schools targeted to participate in the program reported that in their opinion, the \$5,000 institutional grants and the \$1,000 per year student grants were too small, and that the Peace Corps needed to increase its visibility and presence on their campuses to help promote the program. (The following items are appended: a list of the colleges and universities targeted for the Peace Corps Preparatory Grant Program; comments from the Corporation for National and Community Service; and comments from the Peace Corps.) (YLB)

ED 366 830

CE 065 763

Arkansas Long Term Care Facility Nursing Assistant Training  
Curriculum. Revised.

PUB DATE- Jul 92

NOTE- 199p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Allied Health Occupations Education; Behavioral

Objectives; Clinical Experience; Curriculum Guides;

Instructional Materials; \*Long Term Care; \*Nurses Aides;

Nursing Homes; \*Personal Care Homes; Postsecondary Education;

\*Residential Care; Student Experience

This curriculum is designed for use in developing training programs for nursing assistants who provide nursing or nursing-related services to residents in long-term care (LTC) facilities. Implementation provisions provide a general overview of the basic requirements found in Arkansas' Nursing Assistant Training Program "Rules and Regulations." The course consists of a combination of classroom and clinical instruction. Part I requires a minimum of 16 hours of initial classroom instruction that include both theory instruction and skills demonstration in the classroom lab. Part II requires the completion of 59 hours of training consisting of theory, classroom lab, and clinical skills training that must include at least 16 hours of supervised practical training in a facility performing tasks on an individual under the direct supervision of the instructor. A section on qualifications of instructors follows. Part I contains five units: communication and interpersonal skills, infection prevention and control, safety and emergency procedures, promoting independence/respecting resident's rights, and introduction to resident care. Part II has four units: personal care skills, basic nursing skills, cognitive/behavioral/social, and basic restorative services. Each unit consists of objectives with

\*Program Implementation; Public Policy; \*Sex Fairness; \*Womens Education

IDENTIFIERS- \*UNESCO; \*UNICEF

Basic education for girls and women has been part of UNESCO's and UNICEF's concerns since the early days of the two organizations. Both organizations not only consider access to basic education a fundamental human right, but also see girls' and women's education as vital in enhancing their roles as contributors to and beneficiaries of development. Most UNESCO and UNICEF programs in the field tend to be geared to one or more of the following issues: (1) improving girls' access to primary schooling; (2) relevance of curricula, availability of female teachers, and teacher attitudes in the classroom; (3) literacy training for women; (4) institution building in support of women; and (5) producing gender-sensitive data. Examples of projects in these areas are found in all parts of the developing world. In addition, the two organizations promote cooperation among countries and provide analysis, research, and advocacy connected with the educational problems faced by women and girls. The two organizations have seven priorities for future action; these priorities concern continuing to promote the education of women and girls while rooting out prejudicial materials and attitudes and working to change government policies to provide adequately for women's education. (This report includes an appendix that describes 52 projects supported by UNESCO or UNICEF that provide or promote the education of women and girls in developing nations.) (KC)

ED 366 849

CE 065 891

Florida's Adult Homeless Literacy Training & Basic Skills Assistance Project.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Federal Legislation; Federal Programs; High School Equivalency Programs; \*Homeless People; \*Literacy Education; \*Outcomes of Education; \*Participant Characteristics; \*Program Effectiveness; \*State Programs

IDENTIFIERS- \*Florida; Stewart B McKinney Homeless Assistance Act 1987

Some facts about the homeless population in Florida are the following: (1) 40,000 persons in Florida are homeless on any given day, with 40 percent of the total being families; (2) 65 percent are new homeless (not chronic); (3) 30 percent of the homeless are addicted to drugs or alcohol and 20 percent are mentally ill; (4) causes of homelessness include a lack of affordable housing, unemployment and low wages, substance abuse and mental illness, family disintegration, migration, and illiteracy; and (5) single women heads of households are particularly vulnerable to homelessness. Attempts to alleviate the problem of homelessness in Florida include implementation of the Stewart B. McKinney Homeless Assistance Act's Adult Education for the Homeless (AEH) program, which provides a basis for local programs that include outreach, cooperation with employment and training and other social service agencies, individualized instruction, written goals, a reasonable budget, and an evaluation plan. More than \$500,000 has been provided to Florida in AEH funds for 1993-94 year. The AEH program includes the following components: collaboration with rehabilitation and

(150)

DESCRIPTORS- Acculturation; \*Acquired Immune Deficiency Syndrome; Asian Americans; Blacks; College Students; \*Cultural Differences; \*Ethnicity; Higher Education; Hispanic Americans; \*Knowledge Level; \*Racial Differences; \*Student Attitudes; Whites

This study examined the effects of race/ethnicity and degree of acculturation on knowledge and attitudes about human immunodeficiency virus/Acquired Immune Deficiency Syndrome (HIV/AIDS). Subjects were 274 college students from 5 racial/ethnic groups (Whites, Blacks, Hispanics, Asian Americans, U.S. born, having an Asian origin with families that had resided in the country for more than two generations, and Asians--non-U.S. born and living in the United States for 1 to 9 years). Subjects completed the Attitude Toward AIDS Scale. Multivariate analysis of variance indicated significant differences on the Knowledge and Attitudes scales as well as the attitudes Issues and Persons subscale. Whites, Blacks, and Hispanics were more likely than Asian Americans and non-American born Asians to identify themselves as knowledgeable or very knowledgeable about HIV/AIDS and as having frequent access to HIV/AIDS information. Newspapers, television, and books were the most frequently mentioned sources of HIV/AIDS information for all five ethnic groups. Subjects answered correctly about 72% of the items on the Knowledge scale, reflecting a moderately high level of knowledge about HIV/AIDS. Asians demonstrated a significantly lower level of knowledge than did the other four groups. On the Attitudes scale, respondents were seen to show a moderately positive overall attitude, with a greater acceptance and support given to AIDS-related issues than to individuals infected by HIV or with AIDS. (NB)

ED 366 869

CG 025 215

Steward, Robbie J.

What Counselor-Trainees Need Most in Cross-Cultural Education:

Some Suggestions for Course Content of One Semester Courses.

PUB DATE- 1 Jul 92

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Counselor Training; \*Course Content; \*Cultural Awareness; \*Cultural Pluralism; Graduate Students; Higher Education; \*Multicultural Education; \*Student Needs

Competence in multicultural counseling has been defined as the knowledge of clients' culture and the ability to devise innovative strategies vis-a-vis the unique client needs. Data were collected to assess the specific most critical needs of graduate students (N=79) enrolled in a cross-cultural counseling course. During the first session over four consecutive semesters, students completed the Culture Shock Inventory (CSI). The results revealed that lowest levels of student awareness were found on the cognitive flex, culture knowledge-specific, and interpersonal sensitivity subscales of the CSI. These findings suggest that areas that would be most troublesome to these students when interacting with culturally different clients would be in remaining open to and accepting of new ideas, beliefs, and perspectives and accepting them as valid; being able to identify ways specific cultural behaviors and beliefs uniquely differ from those of the mainstream culture; and effectively maintaining interaction with individuals whose interpersonal styles differ from their own. High scores on the cultural behavior-general and culture



This handbook on student affairs administration contains the following papers: (1) "The Importance of Institutional Mission" (Lyons); (2) "Institutional Governance and the Role of Student Affairs" (Pembroke); (3) "Assessing Campus Environments" (Kuh); (4) "Fiscal Pressures on Higher Education and Student Affairs" (Schuh); (5) "Identifying and Working with Key Constituent Groups" (Woodard and von Destimon); (6) "The President: Your Master or Your Servant?" (Likins); (7) "Organizational and Administrative Models" (Barr); (8) "Developing Internal Management Structures" (Ambler); (9) "The Role of the Middle Manager" (Hills); (10) "Selecting and Training Competent Staff" (Stimpson); (11) "The Political Dimension of Decision Making" (Moore); (12) "Facilities Management Issues" (Shindell); (13) "Technological Changes in Student Affairs Administration" (Baier); (14) "Program Planning" (Andreas); (15) "A Political Model for Program Evaluation" (Brown and Podolske); (16) "Outcomes Assessment" (Erwin); (17) "Budgeting and Fiscal Management" (Woodard); (18) "Translating Theory into Practice" (Upcraft); (19) "Understanding Legal Constraints on Practice" (Gehring); (20) "Developing Effective Campus and Community Relationships" (Sandeel); (21) "Conflict Management Skills" (Cremer); (22) "Maintaining High Ethical Standards" (Canon); (23) "Dealing with Campus Crises" (Duncan); (24) "Creating Effective Staff Development Programs" (Preston); (25) "The Role of Professional Associations" (Nuss); (26) "Mentoring and Self-Directed Learning" (Batchelor); (27) "Advancing Professionally through Graduate Education" (Komives); (28) "Administrative Internship Programs" (Mestas and Ross); (29) "Adapting to New Student Needs and Characteristics" (Ramirez); (30) "Managing Resources Strategically" (Ern); (31) "Meeting the Need for Staff Diversity" (Freeman, Nuss, and Barr); (32) "Service Delivery for a Changing Student Constituency" (Jacoby); (33) "Confronting Health Issues" (Bridwell and Kinder); (34) "The Changing Role of Government in Higher Education" (Buchanan); (35) "Applying Professional Standards in Student Affairs Programs" (Bryan and Mullendore); and (36) "Becoming Successful Student Affairs Administrators" (Barr). (NB)

ED 366 888

CG 025 235

K-12 Developmental Guidance & Counseling Curriculum. Volume II: Middle/Junior High 6-8.

SPONS. AGENCY- American School Counselor Association. Alexandria, VA.

PUB DATE- 91

NOTE- 74p.; For volumes I and III, see CG 025 234 and CG 025 236.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Career Exploration; Career Planning; Curriculum; \*Developmental Programs; Intermediate Grades; Junior High Schools; \*Junior High School Students; Middle Schools; \*School Counseling; School Counselors; \*School Guidance

This document is the second of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume II focuses on middle school and junior high school education, grades six through eight. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that

administrative concerns, little seems new. Reviewing the cases of seven college reading improvement programs (Harvard, Hamline, Amherst, University of Chicago, Syracuse University, University of Pennsylvania, and University of Iowa) demonstrate the contrasts and similarities of the programs. Early practitioners in the field explored a variety of instructional modes: classroom, small group, and individualized reading laboratory as well as individualized clinical. Programs were sponsored typically by only a few academic departments and atypically through a mandate by special college committees and/or the consensus vote of the college faculty. A number of assessment instruments were used with varying cutoff scores among programs. The qualifications of instructional staffs of early programs also varied widely from one program to another. (RS)

ED 366 908

CS 011 585

Zhang, Zhicheng

Literature Review on Reading Strategy Research.

PUB DATE- Nov 93

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cooperative Learning; Elementary Secondary Education; Higher Education; Literature Reviews; \*Reading Comprehension; \*Reading Instruction; \*Reading Research; \*Reading Strategies; Teacher Student Relationship; Test Wiseness  
Reading strategies that have been identified and recommended by recent literature can be classified into four categories: cognitive strategies, compensation strategies, memory strategies, and test-taking strategies. Research indicated that the use of appropriate strategies may improve reading comprehension. Research has also suggested that readers could be trained to learn and use reading strategies, which raised the need to incorporate reading strategy instruction into the school curriculum. Reading strategy instruction is making its way into regular classrooms. The integration of reading strategy instruction with cooperative learning has changed the traditional pattern of reading as an individual activity. Group efforts, peer cooperation, and teacher-student interaction become an important part of the new reading strategy instruction approach. Considering the large number of students in a regular reading class, this seems to be a feasible solution. (Contains 32 references.) (RS)

ED 366 909

CS 011 586

Reinwein, Joachim

Etude du contexte visuel en lecture a l'aide d'une nouvelle technique d'auto-présentation segmentée (APS). (Study of Reading Context with the Aid of a New Segmented Auto-Presentation Technique CAPS ).

PUB DATE- Dec 93

NOTE- 32p.

LANGUAGE- French

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Analysis of Variance; Cognitive Processes; Computer Assisted Instruction; Elementary Education; Error Analysis

PUB DATE- 94

NOTE- 35p.; Printed on colored paper.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Reports - Research/Technical (143)

DESCRIPTORS- Developmental Stages; Elementary Education; Foreign  
Countries; Individual Development; Literature Reviews;  
\*Longitudinal Studies; Models; \*Reading Research; Reading  
Writing Relationship; \*Spelling

IDENTIFIERS- Emergent Literacy; Phonological Awareness

Noting that proposed models of literacy development suggest that reading and writing mutually influence and grow from each other, this paper summarizes aspects of stage theories of literacy development and an integrative model, and considers how the model fared in empirical longitudinal tests. The paper begins with a summary of the modal aspects of stage theories of spelling development and reading development. The paper then discusses interactions in the development of reading and spelling as indicated in U. Frith's developmental model, which suggests that normal reading and spelling development proceed out of step and that the adoption and use of a strategy in one domain may serve as a pacemaker for development of that strategy in the other. The paper also discusses tests from longitudinal studies of development, including investigations of phonological awareness and alphabetic reading; alphabetic spelling, phonological awareness, and reading; and orthographic reading and orthographic spelling. The paper next discusses results of tests from training studies and longitudinal studies of single cases. The paper concludes that the studies reviewed give considerable support for several of the claims of Frith's model, but that further research is needed to properly examine the detailed cognitive interactions in the development of literacy. A figure illustrating Frith's model of reading and spelling acquisition and a figure illustrating a proposed longitudinal study are included. Contains 103 references. (RS)

ED 366 931

CS 011 610

Kucer, Stephen B.

Change and Resistance in a Bilingual Whole Language Classroom.

PUB DATE- Nov 93

NOTE- 42p.; Paper presented at the Annual Meeting of the National  
Council of Teachers of English (83rd, Pittsburgh, PA, November  
17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Bilingual Education; Case Studies; Classroom  
Research; Ethnography; Grade 3; Individual Development; Mexican  
Americans; Primary Education; \*Reading Attitudes; Reading  
Research; \*Student Attitudes; \*Student Reaction; Transitional  
Programs; \*Whole Language Approach; \*Writing Attitudes  
IDENTIFIERS- Writing Development

A study examined how two third-grade bilingual (Mexican-American) students resisted, appropriated, and/or internalized a whole language curriculum and the relationship between student interaction with and response to the whole language curriculum and their literacy development. Participant-observer ethnographic field notes recorded over an entire academic year were supplemented with data (collected at the beginning and end of the school year) from students' oral reading of several stories appropriate to their reading ability, students' stories

cooperating teacher was not useful. Jenny felt that her college English classes had little impact on her development; and the teaching styles of most of Maureen's college English professors clashed with her own developing teaching style. Implications for teacher educators include: (1) provide students opportunities to identify and examine their beliefs about teaching; (2) help beginning teachers understand that their attitudes toward students can have a powerful impact on their instructional decisions; and (3) help prospective teachers when their ideas "clash" with what they experience in the school context. Contains 58 references. (RS)

ED 366 950

CS 214 196

Smagorinsky, Peter; Coppock, John  
The Reader, the Text, the Context: An Exploration of a  
Choreographed Response to Literature.

PUB DATE- Apr 94

NOTE- 44p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (New Orleans, LA, April 4-8,  
1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Characterization; Cultural Context; \*Dance;  
Educational Research; Literature Appreciation; Nontraditional  
Education; Reader Response; Reader Text Relationship; Secondary  
Education; \*Short Stories; Social Environment

IDENTIFIERS- \*Response to Literature

An exploratory study used stimulated recall to elicit a retrospective account from two alternative school students who choreographed a dance to depict their understanding of the relationship between the two central characters in a short story. Their account indicates that in composing their text they: (1) initiated their interpretation by empathizing with the characters; (2) represented the characters' relationship through spatial images and configurations; and (3) used the psychological tool of dance to both represent and influence their thinking about the story. The students' thought and activity were further mediated by the social context of learning, including the communication genres of the classroom, their own interaction, their teachers' intervention, and the stimulated recall interview itself. Their account illustrates the way in which reader, text, and context participate in a complex transaction when readers construct meaning for literature. Contains 38 references. (Author/RS)

ED 366 951

CS 214 197

Mathison, Maureen A.; Flower, Linda  
Writing from Academic Sources. Critiquing Texts in Sociology: A  
Longitudinal Study. Project 9 (Study 2, Phase 2). Final Report.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Dec 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Classroom Environment; \*Content Area Writing;  
\*Criticism; Higher Education; Longitudinal Studies; \*Student  
Attitudes; \*Student Evaluation; Student Reaction; \*Text  
Structure; \*Writing Evaluation; Writing Research

between the ST and the students used brainstorming effectively-- 33 responses were provided by learners as to how the heroine of the novel might have resolved her feelings about the house her family lived in. The group of students finished off their discussion by writing a "diamante." (NKA)

ED 366 970

CS 214 221

Ediger, Marlow

Evaluation, the Language Arts, and the Student.

PUB DATE- 94

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Classroom Observation Techniques; Elementary Education; \*Evaluation Methods; Journal Writing; \*Language Arts; \*Student Evaluation; Teacher Developed Materials

IDENTIFIERS- Authentic Assessment

A quality evaluation program is needed to determine student progress in the language arts. Evaluation procedures emphasized should appraise in terms of stated objectives. A variety of procedures should be used since no approach is perfect. Approaches include: instructor observation of student progress; completion of checklists or rating scales; journal entries written periodically on each learner; and instructor-developed tests. True-false tests are not recommended due to the possibility of a student's guessing many correct responses. Standards used to evaluate student progress should possess clarity and meaning for the learner. An observation made or test given should also possess the length necessary to determine what students have learned that is relevant and salient. (RS)

ED 366 971

CS 214 222

Spivey, Nancy Nelson; And Others

Writing from Academic Sources. Study 1: Acquiring Discourse Knowledge for Writing and Learning. Final Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 92

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Content Area Writing; Discourse Analysis; Higher Education; Longitudinal Studies; \*Psychology; Student Attitudes; Writing Processes; Writing Research

IDENTIFIERS- \*Academic Discourse Communities; Authorship; Carnegie Mellon University PA; Writing Development

The first phase of a study into language learning examined six undergraduate students' building of disciplinary discourse knowledge as they became immersed in the disciplinary community of psychology. Students were followed over the entire 4-year course of their undergraduate careers. Data included interviews, questionnaires, papers the students wrote, and maps they drew of the discipline of psychology throughout the 4 years (and into a 5th year). Results indicated that all of the subjects made changes (some gradual and some dramatic) in their representations of the discipline. In the bodies of work of

how networked computer technologies in writing classrooms are destabilizing texts and subjects, and asks what this loss of authority will mean for teachers of literacy. The book concludes by arguing that the electronically mediated culture has not brought an end to meaning, history, or subjectivity, but it does require thinking through the politics of location. Chapters in the book are: (1) In the Turbulence of Theory; (2) The Changing Political Landscape of Composition Studies; (3) The Linguistic Agent as Subject; (4) Ideologies of the Self in Writing Evaluation; (5) Coherent Contradictions: The Conflicting Rhetoric of Writing Textbooks; (6) The Achieved Utopia of the Networked Classroom; (7) Student Writers at the End of History? and (8) The Ethical Subject. (RS)

ED 366 992

CS 214 244

Gibbs, Linda J.; Earley, Edward J.  
Using Children's Literature To Develop Core Values. Fastback 362.  
PUB DATE- 94

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052), Reference  
Materials - Bibliographies (131)

DESCRIPTORS- Adolescent Literature; Annotated Bibliographies;  
\*Childrens Literature; Class Activities; Elementary Secondary  
Education; School Community Relationship; Teaching Methods;  
\*Values; \*Values Education

IDENTIFIERS- Trade Books

Noting that quality children's literature is one of the most valuable resources teachers have at their disposal, this fastback presents a practical approach to values education incorporating literature that can be used in the absence of, or in addition to, a formal program. The fastback discusses the rationale for values education, the literature connection, literature-based instructional strategies, classroom applications, and partnerships with the community. A 70-item annotated bibliography (with educational level indicated) of contemporary realistic fiction, historical fiction, fantasy, biography, picture storybooks, poetry, and picture book series is attached. (RS)

ED 366 993

CS 214 245

Hall, John; And Others  
Standard Grade English Achievement and Competencies Grades 3 to 6. SCRE Research Report No. 55. Research Report Series.

SPONS. AGENCY- Scottish Office Education Dept., Edinburgh.

PUB DATE- Jan 94

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Education; English Instruction; Foreign  
Countries; \*Low Achievement; Portfolios (Background Materials);  
\*Reading Achievement; Reading Research; Speech; \*Student  
Evaluation; \*Writing Achievement; Writing Research

IDENTIFIERS- \*Scotland

This study examined the actual performance of lower-achieving candidates in Standard Grade English. Information was collected over two years from the examination scripts and folios of course work of over 300 low-achieving students in grades three through six at several large schools throughout Scotland. A

Instructors as Perceived by U.S. Students.  
PUB DATE- 19 Nov 93  
NOTE- 24p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)  
DESCRIPTORS- \*College Students; Communication Research; Higher Education; Intercultural Communication; Sex Differences; \*Student Attitudes; \*Teacher Behavior; Teacher Student Relationship; \*Teaching Assistants; Undergraduate Students  
IDENTIFIERS- \*Communication Behavior; Nonnative Speakers; Student Surveys

A study investigated non-native instructors' communication behaviors as perceived by their students. Subjects, 81 undergraduate students on 2 campuses of a state university in the northern United States, responded to a questionnaire. The results of qualitative and quantitative analyses indicated that U.S. students' feeling about non-native instructors was mixed. Though being recognized as an asset to U.S. education, non-native instructors were expected to improve their language proficiency and cultural understanding. A student's previous contact with people from other cultures was found to have positively influenced the way he or she perceived the clarity of non-native instructors' messages. In addition, a significant gender effect was identified on perceived organization of their non-native instructors' messages. (Contains 2 tables of data and 20 references.) (Author/RS)

ED 367 012

CS 508 467

Buckner, Debi  
Implications for Students Role Character Development When the Teacher Becomes an Actor in the Production.  
SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.  
PUB DATE- 92

NOTE- 28p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- Case Studies; \*Characterization; Communication Research; \*Dramatics; High Schools; High School Students; \*Production Techniques; Student Attitudes; \*Teacher Participation; \*Teacher Student Relationship  
IDENTIFIERS- Albuquerque Public Schools NM; \*Drama in Education

A case study explored the implications for secondary school acting students in developing character in a role when the theater teacher assumes the role of actor in a student production. Two of Albuquerque, New Mexico's 11 public high schools co-produced "Romeo and Juliet." Pre- and posttests of student perceptions of acting and character development were conducted. Data also included audio and videotape; student, director, and researcher journals; surveys; student, parent, and staff evaluations; and "open forum" discussions. Results indicated: (1) no significant differences in student attitudes toward most of the internal and external aspects of character development; (2) significant changes in feeling toward emotional recall and character analysis; (3) students were unanimously positive in their responses to a teacher/artist being involved in a student production; (4) the student/teacher relationship was enhanced; (5) the open forums were an

seemed like a breakthrough for African Americans (particularly female African Americans) collapsed with the succession of "in-the-hood movies" like "Straight Out of Brooklyn," "Hangin' With the Homeboys," and "Juice" which consistently treated women as subordinates. Although women directors first gained institutional support in the 1970s, the Director's Guild of America reported in 1990 that only 5% of the movies under guild contracts were made by women. Outstanding women of color who have begun to make a name for themselves as directors include Euzan Palcy, Julie Dash, Christine Choy, Mari-Carmen de Lara, Camille Billups, and Trinh-T. Minh-ha. English teachers will find the work of these filmmakers useful because previously unexplored material can be looked at from new viewpoints. Short films can be seen more than once in a class, or instructors can assign a longer film that is currently showing. (SAM)

ED 367 031

CS 508 488

Gage, Susan

Media: Eyeing the News.

PUB DATE- 90

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Collected Works - Serials (022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Audience Response; \*Bias; \*Critical Reading; \*Critical Thinking; Developing Nations; Elementary Secondary Education; Ethnocentrism; Foreign Countries; \*Global Approach; Instructional Materials; \*Mass Media; \*Mass Media Effects; Mass Media Role; Press Opinion

IDENTIFIERS- Canada; Journalists; News Perspective Bias; New World Information Order

This issue of "Teachergram" addresses media-related issues such as the kind of world picture Canadians receive from mainstream media, the ability of television to describe the complexity of world events, and the claim of distorted and simplistic portrayal of developing nations. Students are encouraged critical perspective--to help them look at the media they watch, read, or listen to with critical eyes and ears. Also discussed are the United Nations Educational, Scientific and Cultural Organization's (UNESCO) call for a new world information order, examples of media bias in the coverage of international events, two theories of media bias, two case studies illustrating how to read newspaper stories with a critical eye, five brief activities, and lists of audio-visual resources and organizations that provide a third-world perspective on the news. (RS)

ED 367 032

CS 508 489

Curtis, Dan B.; Winsor, Jerry L.

Communication and Social Change: Appropriate Adaptations for Adult Learner Diversity.

PUB DATE- Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."



SPONS. AGENCY- New York State Council of School Superintendents,  
Albany.

PUB DATE- Jun 93

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Attitudes; \*Administrator  
Characteristics; Administrator Role; Board Administrator  
Relationship; Elementary Secondary Education; Public Schools;  
School Administration; \*School Districts; State Surveys;  
\*Superintendents

IDENTIFIERS- \*New York

This document presents findings of a 1992 study of New York State school superintendents. Questionnaires sent by the New York State Council of School Superintendents (NYSCOSS) to 766 NYSCOSS members yielded 480 returns, a 63 percent response rate. The questionnaire examined demographics, contractual issues, retirement plans, and perceptions of education issues. Fifty-six percent of the superintendents said that they planned to retire by the year 2000, which will create a "leadership vacuum" in the state. Overall, respondents reported positive relationships with their boards of education, describing them as supportive, student-oriented, and forward-thinking. Forty-four percent said that they would choose the superintendency again, if given the chance to start anew. Although almost one-half wanted to concentrate on curriculum and instruction issues, they spent more time involved in school finance, board relations, and personnel issues. They rated the top three local issues as school finance, passage of budgets/bonds/referenda, and personnel negotiations, and the top three state issues as implementation of the New Compact for Learning, school finance, and compliance with state/federal recordkeeping requirements. Of issues on the reform agenda, they placed most value on teacher and parent involvement and outcome-based education. Seven figures are included. (LMI)

ED 367 053

EA 025 630

London, Robert

An Alternative School Model. First Draft.

PUB DATE- Jun 92

NOTE- 9p.; Paper presented at the Annual Meeting of the National Community College General Education Association (11th, Hauppauge, NY, June 3-5, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Educational Development;  
\*Educational Innovation; High Schools; Models; \*Nontraditional  
Education; Role of Education; Student Needs

This outline describes the initial direction of a collaborative project involving several educators with training and experience in alternative/progressive education. Goals include: exploring and developing one or more new models for high school education, submitting articles concerning this work to appropriate publications, and implementing the model(s) in the creation of at least one school/program. This outline describes initial assumptions concerning schooling and briefly indicates one example of a set of components of a school consistent with those assumptions. The first part outlines 10 assumptions of the school role, which are based on the premise that the school is responsible for ensuring that students acquire basic living

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Articulation Impairments; \*Communication Disorders; \*Communication Skills; Cultural Differences; Elementary Secondary Education; \*Etiology; Hearing Impairments; Intervention; Language Impairments; Multicultural Education; Skill Development; \*Speech Communication; \*Speech Impairments; \*Speech Therapy; Stuttering; Voice Disorders

This book provides an overview of communication disorders and their causes and provides suggestions for strategies to be used by the classroom teacher in collaboration with the speech-language pathologist and audiologist to enhance communication skills development. Chapters have the following titles and authors: "Articulation Disorders" (Rhonda S. Work); "Language Deficiencies" (Asa J. Brown); "Language Differences" (Nicholas G. Bountress); "The Multicultural Student in the Classroom" (Steven J. Cloud); "Stuttering: A Disorder of Fluency" (Pearl A. Gordon); "Voice Disorders" (Mary H. Pannbacker and Grace F. Middleton); "Hearing Impairment" (Allan O. Dieffendorf and others); and "Educational Considerations for Students with Hearing Impairment" (Ralph G. Leverett and others). (Each paper contains references.) (JDD)

ED 367 074

EC 302 766

Vitello, Stanley J.

The Efficacy of Mediation in the Resolution of Parent-School Special Education Disputes. Report from Rutgers: A Working Paper Series.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 90

NOTE- 33p.; A product of the Center for Negotiation and Conflict Resolution.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; \*Arbitration; \*Conflict Resolution; Cost Effectiveness; \*Disabilities; \*Due Process; Elementary Secondary Education; Hearings; Parent Attitudes; Parent Rights; \*Parent School Relationship; Participant Satisfaction; \*Special Education; Student Rights

IDENTIFIERS- \*New Jersey

The study reported here focused on whether some special education disputes are resolved more effectively and efficiently by mediation than by a due process hearing, and whether parents and school officials feel satisfied about the process, outcome, and implementation of the agreement. Researchers analyzed requests for due process hearings filed between January 1, 1987 and June 30, 1988 in New Jersey, and received completed questionnaires from 53 mediated cases and 51 cases transmitted for a hearing, for a research sample of 104 cases representing about 30 percent of the total number of requests for a due process hearing during the 1-year period. Major issues in the 104 cases involved eligibility and identification, appropriateness of special education services, related services, and placement. The expectation that mediation would resolve certain types of issues more readily than other issues was not met. Parents lost in 55 percent of the cases that went to a hearing, but lost in only 25 percent of the cases that were mediated. Parents lost or compromised on more cases involving eligibility and identification, won more cases dealing with the appropriateness of special educational services, and won or compromised on 67 percent of the placement

integration efforts, and brainstorming. (DB)

ED 367 095

EC 302 797

Kulik, James A.

An Analysis of the Research on Ability Grouping.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- 93

NOTE- 3p.; For a related document, see ED 350 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Journal Articles (080)

DESCRIPTORS- \*Ability Grouping; Academic Ability; Academic Achievement; Curriculum; Educational Philosophy; Elementary Secondary Education; \*Equal Education; \*Gifted; Grouping (Instructional Purposes); \*Homogeneous Grouping; Meta Analysis; Research and Development; Self Esteem; \*Talent; Theory Practice Relationship

This research review summarizes two major sets of meta-analyses on five kinds of ability grouping programs: (1) XYZ classes (high, middle, and low classes); (2) cross-grade grouping; (3) within-class grouping; (4) accelerated classes; and (5) enriched classes. One group of meta analyses concluded that the strongest benefits from grouping were found in programs in which there was a great deal of adjustment of curriculum for highly talented learners. The other meta-analysis did not find any strong positive benefits of grouping, but did not examine grouping programs designed for highly talented students. Re-analysis of all studies included in both sets of meta-analyses confirmed that higher aptitude students usually benefit academically from ability grouping. Benefits are in proportion to the amount of curriculum adjustment, with programs entailing acceleration of instruction resulting in the most gain on standardized tests. Grouping was found to have less influence on the academic achievement of middle and lower aptitude students. Analysis of noncognitive outcomes suggests that the effects of grouping on self-esteem measures measures for all ability groups are small and may even be rather positive. Results are contrasted with the conclusions of J. Oakes ("Keeping Track: How Schools Structure Inequality" (1985). The review concludes that American education would be harmed by the wholesale elimination of programs that group learners for instruction by ability. (DB)

ED 367 096

EC 302 798

Kramer, Elaine

A Long Term Support Group for Parents of Neurologically Impaired Children.

PUB DATE- Dec 93

NOTE- 26p.; Paper presented at the Zero to Three Biennial

National Training Institute (8th, Washington, DC, December 2-5, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adolescents; Adult Development; \*Child Rearing; Children; Family Problems; Friendship; Interpersonal Relationship; \*Neurological Impairments; \*Parent Attitudes; Personal Narratives; \*Social Support Groups; Social Workers

This primer on fetal alcohol syndrome (FAS) distinguishes between the syndrome and fetal alcohol effects (FAE), offers a history of FAS, outlines medical criteria for diagnosis, rates of incidence, factors influencing incidence and severity, developmental stages of children with FAS, clinical features, and educational implications and approaches. The primer points out that the single greatest block to the successful education of FAS/FAE students is the pervasive negative attitude surrounding these students due to the focus of research and media upon only the most severe minority of FAS/FAE students, which results in ignoring the identification and education of the less severely handicapped majority of FAS/FAE students. Contains 20 references and a list of 4 print resources. (JDD)

ED 367 115

EC 302 824

The Status of Handicapped Children in Head Start Programs.

Sixteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Children with Disabilities in the Head Start Program.

PUB DATE- 91

NOTE- 43p.; For the Fifteenth Annual Report, see ED 328 027; for the Seventeenth Annual Report, see EC 302 825.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Disabilities; Disability Identification; Early Intervention; \*Economically Disadvantaged; \*Enrollment Rate; Enrollment Trends; Federal Programs; \*Incidence; Low Income Groups; Mainstreaming; \*Preschool Education; \*Special Education IDENTIFIERS- \*Project Head Start

This report, covering the program year 1987-1988, is designed to inform the Congress of the status of children with disabilities in Head Start programs. The report states that the program's mandate of having 10 percent or more of the total number of enrollment opportunities in Head Start programs available for handicapped children was met in each state or jurisdiction except Alaska, the Virgin Islands, and the Pacific Territories. Head Start nationally achieved a 13.3 percent level of enrollment of children with professionally diagnosed disabilities. Head Start is the largest program that integrates preschool children with disabilities in group experiences with nondisabled children on a systematic basis. The number of children with disabilities served by Head Start programs increased from 65,276 in 1987 to 65,740 in 1988. Head Start programs were unable to enroll 4,096 potentially eligible children with disabilities because of age requirements or lack of vacancies. Special education or related services provided by Head Start staff include individualized teaching, speech therapy and language stimulation, and transportation. Special services provided by other agencies include medical and psychological diagnosis, evaluation or testing, special therapy and language stimulation, and medical treatment. Appendixes contain guidelines on diagnostic criteria, a list of participants in the Resource Access Project Network, and tables showing numbers of children with disabilities in Head Start by state. (JDD)

ED 367 116

EC 302 825

The Status of Handicapped Children in Head Start Programs.

Seventeenth Annual Report of the U.S. Department of Health and

papers: "In Praise of My Language" (Joshua A. Fishman); "How Does Social Status Affect the Sequencing Rules of Other-Introductions?" (Fred J. Chen); "The Role of Ethno-Lingual Relativity in Second Language Acquisition" (James L. Citron); "Debating the 1990 Luso-Brazilian Orthographic Accord" (Pedro M. Garcez); "Shared Writing: Students' Perceptions and Attitudes of Peer Review" (Andrea M. Murau); and "So What Are You Talking About?: The Importance of Student Questions in the ESL Classroom" (Ellen Skilton, Thomas Meyer). (AB)

ED 367 134

FL 021 778

Fishman, Joshua A.  
In Praise of My Language.

PUB DATE- 93

NOTE- 12p.; for complete volume in which this paper appears, See FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Journal Articles (080)

DESCRIPTORS- Cultural Background; Ethnic Groups; \*Ethnicity; Language Planning; Language Standardization; \*Language Variation; Metalinguistics; \*Second Languages

IDENTIFIERS- \*Language Consciousness; \*Pennsylvania (Philadelphia)

This paper highlights a new approach to the topic of language consciousness. Although a good deal has already been learned about the topic in connection with such questions as: "When and among whom does language consciousness arise?"; "When is it stronger and when is it weaker?"; and "What does it lead its adherents to do on behalf of their own beloved language and in opposition to completing language?" one element has been missing, namely, an approach that would enable scholars to capture and appreciate the world view, the belief system, and the emotional motivational readiness for overt behavior that language so often entails. The paper discusses the tendency of ethnic and national groups to cultivate and advocate "my" language over all others in terms of the focus on the internal emotional and historical resources of a given culture. (AB)

ED 367 135

FL 021 779

Chen, Fred J.  
Social Status and the Sequencing Rules of Other-Introductions.

PUB DATE- 93

NOTE- 16p.; for complete volume in which this paper appears, see FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Journal Articles (080)

DESCRIPTORS- Context Effect; Educational Background; \*Interpersonal Relationship; \*Language Patterns; Language Research; Native Speakers; \*North American English; \*Socioeconomic Status; Sociolinguistics; \*Speech Acts

This study examines the speech act sequence of introductions among native speakers of American English from a wide variety of occupations, educational backgrounds, and role relationships. Specifically, the focus of the study is on the sequencing of other-introductions; namely, in an introduction that involves at least three participants, who gets introduced to whom? Three kinds of patterns are discussed based on collected data. First, four basic rules are formulated, each according to one distinct conditioning factor such as social

A recent evaluation of the effect of a Nepalese language teacher training program on student language learning is described and discussed, focusing on the difficulties faced by external evaluators working in difficult circumstances and not on study results. The program provided inservice training for secondary school teachers of English as a Second Language, using locally trained Nepali staff and an expatriate training officer. The evaluation study involved comparison of language performance of students taught by program-trained teachers with that of students taught by untrained teachers. Baseline measurements of student performance were taken at grade 8 in 12 experimental and 12 control schools, and posttest results were ultimately available from 11 experimental and 11 control schools. In addition, teachers were observed in class, were interviewed, wrote reports of their lessons, and submitted samples of pupils' work. Selection of participating schools was heavily influenced by serious problems of communication and information gathering in Nepal. Methodological problems were found in the following areas: the design of language tests used; quantity and reliability of data gathered; potential for bias in the observation structure; use of external evaluators; and sampling. Some recommendations are made for improving the process. (MSE)

ED 367 157

FL 021 879

Gradman, Harry L.; Hanania, Edith  
Program Evaluation in Light of Language Learning Background,  
Student Assessments and TOEFL Performance.  
PUB DATE- 91

NOTE- 11p.; In: Anivan, Sarinee, Ed. Issues in Language Programme  
Evaluation in the 1990's. Anthology Series 27; see FL 021 869.  
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*College Second Language Programs; College Students;  
\*English (Second Language); Higher Education; Intensive  
Language Courses; Language Proficiency; \*Program Evaluation;  
Second Language Instruction; \*Student Attitudes; \*Student  
Characteristics

IDENTIFIERS- Indiana University; \*Test of English as a Foreign  
Language

A study conducted in the intensive English language program at Indiana University investigated: (1) the effects of students' language learning background (formal learning of English, exposure to and use of English in class, and extracurricular exposure to and use of English) on their performance on the Test of English as a Foreign Language (TOEFL); and (2) students' perceptions of their current language learning needs and of language instruction in their home countries. Subjects were 101 students from a variety of native language backgrounds. Results suggest that two background factors (extensive outside reading and high teacher proficiency in English) have a significant positive effect on TOEFL performance, and that communicative oral use of English in and outside of class affects TOEFL performance through its positive influence on outside reading behavior. Student observations also highlighted the importance of proficient and qualified teachers. It is concluded that these criteria should be incorporated in evaluation of English programs, focusing less on specific test results than on the conditions that promote

such as work environments, business telephone communication, news media discourse, and student language use. Sociolinguistics studies include those on English, Cantonese, and Cantonese-English Mix. In the category of survey research are two language diary studies, many questionnaire studies on both attitudes and usage, and several matched-guide attitudinal studies. Research shortcomings are noted. It is concluded that while research problems existed before 1990, more recent studies have been characterized by more attention to research design, rigor, and standardization of procedures and reporting conventions. (MSE)

ED 367 177

FL 021 904

Mangubhai, Francis

Anatomy of a Good Second Language Teacher: What It Has To Say about L2 Teacher Education.

PUB DATE- Mar 93

NOTE- 17p.; Paper presented at an International Conference on Teacher Education in Second Language Teaching (2nd, Hong Kong, March 24-26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Affective Objectives; Educational Objectives; Elementary Secondary Education; Foreign Countries; Higher Education; Introductory Courses; \*Language Teachers; \*Personality Traits; Second Language Instruction; \*Second Languages; Student Motivation; \*Teacher Attitudes; Teacher Characteristics; \*Teacher Education

Models of teacher training have tended to emphasize development of competencies in teachers that emphasize cognitive aspects of learning, and minimize affective factors. Second language teacher education has adopted this emphasis on learning as cognitive rather than as a strong interaction of cognitive and affective factors. In fact, affective factors are more important at the early stages of second language learning. Analysis of the classroom practice of a good second language teacher indicates that it is oriented toward development of the whole student and of appropriate affective states that enable students to learn more effectively. Salient features of good teacher behavior include treatment of students as persons whose needs are both intellectual and emotional. Transcripts of classroom videotape recordings illustrate the principles. Little emphasis is placed on personality factors in teacher hiring. More attention must be given to the role of attitudes in second language learning, particularly in the earlier stages. (MSE)

ED 367 178

FL 021 905

Harrison, Ian D.

Helping Students Develop Learning Strategies: Some Theoretical and Practical Considerations.

PUB DATE- Dec 93

NOTE- 25p.; Paper presented at the International Conference on Language in Education (Tokyo, Japan, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cognitive Development; Cognitive Style; Course

NOTE- 57p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- \*Agricultural Education; Attitude Change; Bias; Cultural Differences; \*Demonstration Programs; \*Females; Graduate Students; Graduate Study; Higher Education; \*Minority Groups; Models; Program Descriptions; School Holding Power; \*Student Recruitment; Teacher Attitudes; Undergraduate Students; Undergraduate Study

This booklet on enhancing diversity in agricultural education consists of six papers. In section 1, the paper, "Embedded Biases in Agricultural Education" (Linda Whent), identifies unconscious biases of agricultural teacher educators toward students of diverse populations, actions that reduce minority student participation in agricultural education programs at the undergraduate and graduate levels, and effective ways for agricultural educators to remove these embedded biases. Section 2 consists of descriptions of four model programs: "AgJumstart Program at a Major Land Grant University: A Success Story" (Alvin Larke, Jr., B. Allen Talbert); "The Professional Society of Minorities in Agriculture, Natural Resources, and Related Sciences" (Blannie Bowen); "University Programming to Mentor Minority Graduate Students and Faculty" (Deborah Atwater, Cathy Lyons); and "The Institute for Future Agricultural Leaders (iFAL)" (Paul Vaughn, Blannie Bowen). In section 3, "Faculty Mentoring Systems" (Larry Miller) describes intrauniversity and interuniversity strategies to help eliminate embedded biases that pose barriers to the development of minorities and women in the agricultural education profession. (YLB)

ED 366 719

CE 065 463

Bowen, Blannie E.; And Others

Diversifying the Profession: Recruitment, Retention, and Career Enhancement Strategies Utilized with Under-Represented Groups.

PUB DATE- Dec 91

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Agricultural Education; Ancillary School Services; Career Development; Educational Research; \*Females; Graduate Students; Graduate Study; Higher Education; Job Placement; \*Minority Groups; \*School Holding Power; \*Student Recruitment; Undergraduate Students; Undergraduate Study

Information regarding the recruitment, retention, placement, and career enhancement of diverse populations was provided by 35 purposefully selected departments of agricultural education. The institutions that were included in the telephone interviews were chosen to provide geographic, 1862 and 1890 land grant, and nonland grant representation. Major findings included the following: 17 universities identified minority students in at least 1 of their recruitment or retention activities for undergraduates; 12 universities mentioned minority students in at least 1 of their recruitment activities for graduate students; and no university mentioned special retention activities for minority or women graduate students. Thirteen universities indicated they did nothing special to recruit or retain undergraduate students from diverse populations; 10 universities stated they did not do anything different or special to recruit or retain graduate students. The most common type of diverse population recruitment identified was that of



**IDENTIFIERS- \*Saskatchewan**

In fall 1991, a steering committee originally consisting of six senior citizens from the rural Last Mountain area of Saskatchewan coordinated the development of three extension courses designed primarily for senior citizens. The courses, which were in creative writing, computers, and the history of Saskatchewan, were developed under a grant and offered as "trial balloons" to determine whether extension courses designed primarily for senior citizens would be popular in the rural area. The courses filled within the first week of registration. Seventy-five percent of the enrollees were senior citizens. In view of the courses' popularity, four additional courses (in prairie gardening, drawing in color, computers, and the literature of Saskatchewan) were offered in spring 1992. Evaluations completed by course participants indicated that the participants were challenged and very pleased by the content of all four courses, and the program has proved a valuable learning experience for all involved. The fall 1991 program served 56 individuals (47 over age 50) at a total direct cost of \$1,196.80, and the spring 1992 program served 65 individuals (43 over age 50) at a total direct cost of \$2,178.57. (Evaluation summaries for all seven courses are included.) (MN)

ED 366 738

CE 065 550

Giving and Taking Care. Lifecycle Learning Sheet.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Jun 92

NOTE- 9p.; Publication of Creating Prairie Cronies, the Saskatchewan older women's network. For related documents, see CE 065 551-553 and CE 065 555.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Annotated Bibliographies; \*Community Resources; Extension Education; \*Family Caregivers; \*Females; Foreign Countries; \*Helping Relationship; Help Seeking; \*Individual Needs; \*Older Adults; Public Policy; Respite Care; Social Services; Social Support Groups

IDENTIFIERS- \*Canada

Two out of three Canadian women will care for a chronically ill or disabled family member. Caregiving is a valuable task that can simultaneously have great emotional rewards and significant physical, emotional, and financial costs. The time spent out of the paid labor force because of caregiving responsibilities averages 11.5 years for women versus 1.3 years for men. Many caregivers may not ask for help or be aware of assistance available to them. Even with adequate support and recognition, caregivers often experience overwhelming feelings of grief, guilt, and resentment, especially when without continued informal support caregiving becomes impossible. Caregivers must receive increased emotional, physical, and financial recognition and support for the important work they do. Informal support networks and formal services must be made available and affordable to those who need them. Caregivers should be paid for the work they do, and costs related to their employment should be recognized. Caregivers can begin by identifying needs and gaps in services and move toward advocating for adequate funding and policy changes. (Concluding the publication are lists of print, audiovisual, and community resources dealing with home care services, Canadian caregiver support groups and agencies, and respite care.) (MN)

Randell, Shirley  
A Current Appraisal of Adult Education Activity in Australia with  
a Focus on Community-Based Education and Work among Women and  
Aboriginal People.

PUB DATE- 20 Nov 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American  
Association for Adult and Continuing Education (Dallas, TX,  
November 20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Access to Education; \*Adult Education; \*Community  
Education; \*Community Involvement; \*Educational Change;  
Educational Development; Educational Opportunities; Equal  
Education; Foreign Countries; \*Indigenous Populations; \*Womens  
Education

IDENTIFIERS- \*Australia

As adult education in Australia becomes a priority, emphases have  
changed. Structure has also changed, as traditional providers  
of adult education have begun to adjust to changing political,  
economic, and social realities. Changes in community-based  
education have occurred as government involvement has provided  
more funds and begun to encroach on the capacity of local  
voluntary agencies to maintain the independence of their work  
for and on behalf of their own communities. The seduction of  
targeted government funds and the reduction of infrastructure  
grants have begun to move community sector objectives towards  
the priorities of governments. Communities must maintain  
control to secure and develop futures for the local people.  
Women's studies have changed dramatically over the past 30  
years. They too have been localized through the work of  
neighborhood houses. In fact, education available for women has  
greatly increased from a limited predominantly white, middle  
class model to a range of courses and programs suiting the  
needs of women from different classes, different ethnic  
backgrounds, and different working careers. The mainstream  
educational system (schooling, Technical and Further Education,  
and tertiary) has often failed Aboriginal people. One of the  
greatest challenges in the present and future must be helping  
the indigenous people of Australia to learn what they want to  
learn in a way that is suitable for them. (YLB)

ED 366 758

CE 065 593

Miller, Michael T.; And Others  
A Profile of Perceptions Held toward Vocational and Technical  
Education Programs in Hungary.

PUB DATE- 94

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Curriculum Development; Educational Change;  
\*Educational Development; Educational Research; Foreign  
Countries; Labor Force Development; Personal Autonomy;  
Postsecondary Education; \*Role of Education; Secondary  
Education; \*Vocational Education

IDENTIFIERS- \*Hungary

In order to profile the reality of change within the Hungarian  
postsecondary education sector and to develop a portrait of the  
predominant themes in the reconceptualization of Hungarian  
vocational instruction, interviews were conducted with eight

five articles: "Health Care Personnel Shortages and Vocational Education"; "Using Postsecondary Transcript Data"; "Nice Places to Work: Schools with Exemplary Vocational Education Programs"; "New York City's Career Magnet Schools Benefit 'Lottery' Students"; and "Beyond Articulation: Tech Prep Programs." Nine articles are found in issue 3: "A How-To Guide for Perkins Act Accountability"; "Computer-Based Instruction and Issues for Vocational Educators"; "Community Colleges and Technical Institutes: Integration of Occupational and Academic Education"; "Career Magnet High Schools: Students, Staff Talk about Successes and Problems"; "Vocational Education for Pregnant and Parenting Students: Practical Problems and Fundamental Dilemmas"; "Vocational Education at Penal Institutions: A Discouraging History"; "Linking Planning and Evaluation Statewide"; "Two Worlds: Vocational and Academic Teachers"; and "A Framework for the Subject Matter of Vocational Education." (YLB)

ED 366 775

CE 065 620

NCRVE Change Agent 1993 .

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 93

NOTE- 55p.; For 1991 and 1992 volumes, see CE 065 618-619.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Academic Education; Basic Skills; Classroom Techniques; Cultural Differences; Educational Change; \*Educational Research; English (Second Language); High Schools; Hispanic American Culture; \*Integrated Curriculum; Limited English Speaking; Literacy Education; Mexican Americans; Parent Child Relationship; Parent Influence; Postsecondary Education; Program Improvement; School Restructuring; Secondary Education; \*Special Needs Students; Teacher Role; Teaching Methods; \*Vocational Education

These four issues of volume 3 (1993) contains brief reports on published research of the National Center for Research in Vocational Education. In issue 1 are these two articles: "The Specifics: Integrating Vocational and Academic Education" and "A New Vision: Overhauling the Comprehensive High School." Issue 2 consists of four articles: "Challenges and Changes: Thinking Twice about the Status Quo"; "Apples and Oranges? Comparing Vocational and Academic Integration to Other Education Reforms"; "Exploring Assumptions: Getting to the Root of Curriculum Distribution"; and "Workplace Innovation: Reforming Education Reform." Issue 3 is a focus issue with an emphasis on integrating vocational and academic education. The three articles are "The Good and the Bad: Assisting Teachers with the Integration of Vocational and Academic Education"; "Not Just for Principals: An Outline for the Integration of Vocational and Academic Education Speaks for Itself"; and "Beyond Square One: Drawing on the Experience of Others in Vocational and Academic Integration." Issue 4 is also a focus issue dealing with special populations. The four articles are "A Tale of Two Cities and Collaborating for Limited English Proficient Students: Two Reports on the Education of ESL English as a Second Language Students"; "PG Rating Not Required: Parental Guidance Is an Inherent Part of Mexican-American Life"; "'Shot Full of Holes': The Relationship of Literacy Skills to Vocational Education and Work"; and "Improving Special Needs Programs: A Preliminary Framework." (YLB)

Gilbreath, Tommy

Preparing Pre-Service Teachers for Tech Prep.

PUB DATE- Dec 93

NOTE- 6p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Articulation (Education); \*Educational Needs;

\*Higher Education; High Schools; Instructional Materials;

\*Integrated Curriculum; \*Material Development; \*Preservice

Teacher Education; Two Year Colleges; \*Vocational Education

IDENTIFIERS- Preservice Teachers; \*Tech Prep; Texas

Because of growing recognition of the need to provide information on tech prep to college students preparing to become teachers, the Tech Prep Professional Development Consortium at Texas A&M University awarded a grant to the Department of Technology at the University of Texas at Tyler to develop curriculum materials and teaching aids for a tech prep unit to be delivered to professional development classes in teacher preparation. In addition, the class's instructor was to be become familiar with the principles of tech prep through a variety of means, including print materials, travel to tech prep sites in Texas, and attendance at tech prep workshops. A presentation on the importance of integrating practical examples into the teaching of academic subjects and on student enthusiasm and receptivity toward tech prep was delivered to students in the teacher preparation class. The need for additional training in ways of integrating practical examples into lessons was underscored by the problems the future teachers experienced when asked to develop lessons incorporating such examples. The insights and feedback gained from the initial presentation are being used to revise the teacher preparation program. (MN)

ED 366 794

CE 065 685

Scanlon, Dennis C., Ed.; Bruening, Thomas H., Ed.

Defining the Social Context through Agricultural Research.

Proceedings of the Annual National Agricultural Education

Research Meeting (20th, Nashville, Tennessee, December 3, 1993).

PUB DATE- 3 Dec 93

NOTE- 472p.

LANGUAGE- English

EDRS Price- MF01/PC19 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Reports -

Research/Technical (143)

DESCRIPTORS- \*Agricultural Education; Beginning Teachers;

\*Cognitive Style; \*Distance Education; Educational Attitudes;

\*Educational Improvement; Educational Needs; Extension

Education; Farm Management; Higher Education; Integrated

Curriculum; Job Training; Mathematics Instruction; \*Minority

Groups; Occupational Safety and Health; \*Research Projects;

Science Instruction; Secondary Education; Student

Organizations; Teacher Qualifications; Vocational Education

Selected papers are as follows: "Agriculture, Environmental Science and the Relationship of Agriculture to Academic Courses as Perceived by 10th Grade Students" (Newsom-Stewart; Sutphin);

"Factors Related to Recruitment and Retention of Ethnic

Minority Youth in the Ohio 4-H Program" (Bankston, Cano);

"Hispanics in Agriculture" (Nichols, Nelson); "Factors

All students need to be computer literate; for students with disabilities, it may be even more important--it may be the only door to workplace skills. For many such students the computer can be the link that enables them to participate more fully in the educational process, learn the skills for career preparation, and adapt to the world of work. The Macintosh computer is "user friendly" and includes features easily used by students with special needs. Close View enlarges text for the visually impaired. Other adaptations available for visually impaired students are as follows: OutSPOKEN, which replaces visual icons with spoken words; the Duxbury Braille Translator; Voice Navigator, which uses sounds to activate macros; and PlainTalk, which provides both speech recognition and speech generation capabilities. Features to assist the upper extremity impaired are Macros, which allows users to program a few keystrokes to duplicate many strokes; Easy Access, which adapts keystrokes and mouse click for one-hand use; and a variety of alternative input devices and keyboards. Students with cognitive disabilities, such as head injuries or learning disabilities, may find alternative keyboards, word processing assists, CoWriter, and Telepathic helpful. For the hearing impaired, Omnifone TDD allows communication between Mac and TDD. Speaking Dynamically enables speech impaired users to design their own communication board. Wheelchair users may use the Powerbook, a laptop computer. (YLB)

ED 366 812

CE 065 720

Chene, Adele

Learning Just-in-Time.

PUB DATE- 19 Nov 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Communication Skills; Educational Research; \*Education Work Relationship; Employee Attitudes; Foreign Countries; Interpersonal Competence; \*Manufacturing Industry; \*On the Job Training; \*Organizational Change; Organizational Development; Technological Advancement; Vocational Education IDENTIFIERS- \*Just in Time Systems

A study explored training from the perspective of the trainees, what it meant for them when they were faced with a major reorganization of their work, and what its impact was. Data were collected from 10 women operators working in cellular manufacturing, 2 foremen, and 1 forewoman. The interviewees selected by the management had converted to Just-in-Time (JIT), a method of industrial organization aimed at producing only what is needed, when it is needed, and had received training. They expressed voluntarily their ideas on the change the company was undergoing and on the training they had received. The employees remembered their JIT training as extremely stressful. However, they were on the whole quite positive about the introduction of JIT methods. The technical aspect of JIT training did not appear difficult for the employees who all had previous experience as operators; they focused much more on the social skills required to work within a cell. They insisted on the importance of communication skills, on the spirit that makes a team productive, and on solving the inevitable tensions. When asked about the impact of the training, 11 of 13 interviewees mentioned the improvement in communications. JIT

related content. Appendixes include skills procedures, a glossary, common medical abbreviations, and Maslow's Hierarchy of Needs. Contains 22 references. (YLB)

ED 366 831

CE 065 764

Vocational-Technical Education: Serving the Needs of North Dakota. An Evaluation Report.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Jun 93

NOTE- 44p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Articulation (Education); Cooperative Programs; \*Coordination; \*Educational Cooperation; Employment Programs; Federal Legislation; Information Dissemination; \*Job Training; Postsecondary Education; \*Program Effectiveness; Program Evaluation; Secondary Education; Special Needs Students; State Programs; Statewide Planning; \*Vocational Education

IDENTIFIERS- \*Carl D Perkins Voc and Appl Techn Educ Act 1990;

\*Job Training Partnership Act 1982; North Dakota

An evaluation assessed the effectiveness and adequacy of North Dakota's vocational-technical system in carrying out the purposes of the Carl Perkins Act and the Job Training Partnership Act (JTPA) and the coordination that took place between the acts. The evaluation that centered on schools' and institutions' efforts to fulfill the purposes of the Perkins Act determined the following: all North Dakota schools and institutions made special efforts to provide special populations students access to vocational-technical programs; all but one secondary school indicated their programs reflected community needs; postsecondary institutions had the ability to respond to requests for new programs; integration of academics into vocational-technical courses was occurring; private sector involvement varied considerably; and there was active participation between vocational-technical programs and Job Training Partnership Act programs at secondary and postsecondary levels. A survey to evaluate the job training delivery system assisted under JTPA determined that the Service Delivery Area exceeded the Department of Labor standards in each category except one. A mail survey determined there was close cooperation and information dissemination in areas where JTPA programs were in operation. Area vocational centers and the comprehensive high schools reported a close working relationship with JTPA programs. (An executive summary at the front of the report provides the three commendations and nine recommendations raised by this evaluation.) (YLB)

ED 366 832

CE 065 765

Carnevale, Anthony P.; Porro, Jeffrey D.

Quality Education: School Reform for the New American Economy.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- 94

NOTE- 114p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Economic Progress; \*Educational Change; Educational Needs; Educational Objectives; \*Educational Quality; Futures

treatment programs; self-esteem, social interaction, and coping skills training, General Educational Development (GED) test instruction; referrals to meet survival needs; adult basic education, with emphasis on functional skills; and linkage to jobs, and vocational and other training. During the 1992-93 program year, approximately 3,200 homeless people in Florida received instructional services through the AEH program through seven local agencies at numerous sites. Approximately half the participants were Black, one-third were White, 12 percent were Hispanic, and 1 percent were other ethnic groups. The largest number of participants were aged 25-44, followed by the 16-24 age group and the 45-59 age group. The following results were found: 1,358 students improved their basic skills; 2,207 learned reading, writing, and mathematics; 60 obtained a high school diploma or passed the GED test; 115 completed beginning classes in English as a Second Language; and 169 obtained a job. (KC)

ED 366 850

CE 065 899

The National Service Trust Act of 1993. Hearings on S. 919 before the Committee on Labor and Human Resources and the Subcommittee on Children, Family, Drugs and Alcoholism. United States Senate, One Hundred Third Congress, First Session (May 11, 18, and June 8, 1993).

PUB DATE- 93

NOTE- 215p.; Document contains some small type.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- College Students; \*Federal Legislation; \*Federal Programs; Hearings; Higher Education; Program Development; \*Public Service; \*Voluntary Agencies; \*Volunteers

IDENTIFIERS- Congress 103rd; \*National and Community Service Trust Act 1993

This document records the oral and written testimony at three hearings on proposed legislation that would amend the National Community Service Act of 1990 to establish a corporation for national service, enhance opportunities for such service, and provide awards for participants in the program. Witnesses included the following: U.S. senators; school teachers, administrators, and students; Clinton Administration officials, and representatives of labor organizations, volunteer programs, cities, and colleges. Many of the witnesses supported the idea of a national service corporation. Some witnesses related how volunteers were working in their communities and what a difference they made. They also explained how the various volunteer programs worked. Other witnesses were concerned that such a volunteer program would be too expensive, would grow too quickly and spawn increased government bureaucracy, and would be rife with waste and fraud. In addition, some witnesses felt that the program would compete for the same federal dollars now going to college students via Pell grants, which are not adequately funded now. (KC)

ED 366 851

CG 024 891

Strengthening Families by Involving Communities: A Report on a Conference on Runaway and Homeless Youth in Alaska (2nd, Anchorage, Alaska, October 5-6, 1992).

PUB DATE- Mar 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

knowledge-general subscales suggest that students recognize the importance of the study of cultural differences. These findings have implications for counselor educators designing courses in multi-cultural counseling. (NB)

ED 366 870

CG 025 216

Smith, David A.

A Cross-Disciplinary Integrative Summary of Research on Workplace Substance Abuse.

PUB DATE- 93

NOTE- 65p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Alcohol Abuse; Drug Abuse; \*Employee Assistance Programs; \*Employee Attitudes; \*Research and Development; \*Substance Abuse; \*Work Environment

This literature review surveys research on workplace substance abuse conducted in accordance with methodologically sound principles. It evaluates individual studies for the appropriateness of their designs, methods of substance detection, generalizability of findings, and the appropriateness of their conclusions. An attempt is made to determine the prevalence of substance use, the characteristics of substance abusers, the types of jobs associated with high rates of substance abuse, and the consequences of using substances in the workplace. Findings are presented from both self-report and urinalysis studies in order to develop a range of prevalence estimates. The review concludes that nationally representative self-report studies largely agree on a five percent prevalence estimate for on-the-job use of marijuana and that large-scale urinalysis reports generally concur with self-report findings. In another study, the U.S. Department of Labor produced an overall drug use estimate of nine percent by compiling the detection rates of over 7,500 U.S. companies with drug testing programs. Demographic studies are cited which showed that age is the strongest predictor of substance use, followed by sex, education, race, and geographic region; the most likely drug users in the workplace are white male high school dropouts 18-34 years of age in the western United States. Finally, it is concluded that the consequences of substance use appear to include increased absenteeism, tardiness, and possibly accidents on the job. (NB)

ED 366 871

CG 025 217

Goettler, Darla

Elder Abuse Awareness Module.

PUB DATE- Oct 92

NOTE- 138p.; For related documents, see CG 025 218-220.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Elder Abuse; Foreign Countries; \*Frail Elderly; \*Older Adults; \*Prevention; Victims of Crime; Well Being

IDENTIFIERS- Canada

The Elder Abuse Prevention Project sponsored by the Seniors' Education Centre, University Extension, University of Regina (Saskatchewan, Canada) emerged from a provincial workshop held by the Centre in 1989. The workshop was designed to examine possible avenues for addressing elder abuse issues in Saskatchewan. The purposes of the project were to increase



identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

ED 366 889

CG 025 236

K-12 Developmental Guidance & Counseling Curriculum. Volume III: High School 9-12.

SPONS. AGENCY- American School Counselor Association. Alexandria, VA.

PUB DATE- 91

NOTE- 82p.; For volumes I and II, see CG 025 234-235.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Career Exploration; Career Planning; Curriculum; \*Developmental Programs; High Schools; \*High School Students; \*School Counseling; School Counselors; \*School Guidance

This document is the third of three volumes in the kindergarten through grade 12 (K-12) Developmental Guidance & Counseling Program. Volume III focuses on high school education, grades 9 through 12. The introduction defines the four major components of a comprehensive developmental guidance model: the guidance curriculum, individual planning, responsive services, and program management or system support. The next section focuses on implementation of a developmental guidance program using a 14-step plan. The third section presents a revised curriculum that identifies eight competency areas or strands and develops student outcomes or objectives that are desirable and developmentally appropriate for various grade levels. A narrative scope and sequence introduces the different strands, and a complete listing of all objectives by strand and grade illustrates the developmental nature of the objective sequencing. The eight strands are: (1) awareness of self and others; (2) interpersonal relations and socialization; (3) understanding community; (4) school environment; (5) school success skills; (6) career awareness and exploration; (7) career planning; and (8) career preparation. This section concludes by describing possible activities that will lead to measurable student outcomes for each objective. A needs assessment model, summary of implementation strategies, and a comparison of the Connecticut School Counselor Association and National Occupational Information Coordinating Committee models are appended. Contains an activities resource bibliography and a topical bibliography. (NB)

(Language); Foreign Countries; \*Reading Comprehension; Reading  
Diagnosis; Reading Research; \*Text Structure; Visual Stimuli  
IDENTIFIERS- Quebec (Montreal); \*Text Processing (Reading);  
Zigzag Computer Program

This paper presents a new computer program called Zigzag, suited for investigating readers' mental activity during text processing. The program permits data collection of two different kinds, namely reading time and reading errors for each of the words read. The second dependent measure, reading errors, provides a better control of the readers' text comprehension and permits the restriction of statistical analyses of the time data to correctly identified words. Subjects of this study were French-speaking third and sixth graders living in the greater Montreal (Quebec, Canada) area. One major goal was to examine the effect of visually presented contextual information on text processing at two developmental levels and to examine the readers' dependence on visual information in an interactional perspective. The paper analyzes the results for the experimental text as a whole, but also with respect to some linguistic variables, such as grammatical category, word position in the sentence, or other variables. Results indicate major differences between the data and the time data obtained by means of other on-line techniques with respect to the same linguistic variables. The paper concludes with a more detailed discussion of these differences. Four tables and two figures of data are included. Contains 27 references. (RS)

ED 366 910

CS 011 587

VanProoyen, Nancy; Clouse, R. Wilburn  
Three Approaches to Teaching Reading: Basal, Language Experience,  
and Computer-Assisted Instruction.

PUB DATE- 1 Mar 94

NOTE- 59p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Basal Reading; \*Computer Assisted Instruction;  
Elementary Secondary Education; \*Instructional Effectiveness;  
\*Language Experience Approach; Literature Reviews; Reading  
Achievement; \*Reading Research; \*Whole Language Approach

IDENTIFIERS- Reading Management

According to a review of current reading research, components of language experience, whole language, and computer-assisted instruction need to be incorporated into the core basal reading program to make reading meaningful and enjoyable for all students. The basal reading approach continues to be used by the majority of teachers in elementary schools. Research indicates that students in classes which have incorporated various components of other approaches into basal reader programs scored much higher in achievement than students in schools having only the basal reader. The Language Experience Approach recognizes oral language, speaking, thinking, listening, writing and reading, and what students think and say they can write and read in meaningful ways. The Language Experience Approach is effective for reading disabled students and promotes a good self-concept within students. It is successful as a remedial technique in the upper grades. Whole language is based on the total language experience of the child. Many kinds of printed materials are utilized to integrate oral and written language. Student use of computers in elementary school involves drill-and-practice, tutorial,

about a frightening experience, and the results of students' spelling 57 randomly selected words from the third-grade speller. Results indicated that: (1) 84% of Jose's interactions with the curriculum were as intended by the teacher while Angie engaged with the curriculum 56% of the time; (2) Jose appeared to be able to put his own beliefs about the reading and writing processes "on hold" as he interacted with various literacy activities, while Angie had great difficulty "buying into" the whole language curriculum; (3) Angie was also blocked by her concerns for conventions; (4) Jose increased by 18% his ability to produce sentences that were syntactically acceptable and meaningful, while Angie increased by only 2%; and (5) writing development showed a similar pattern. Findings suggest that the lack of Angie's growth in her ability to construct meaning through written language appears to be related to her resistance to a curriculum that conflicted with her own beliefs about literacy and learning. Eight tables of data are included. Contains 18 references. (RS)

ED 366 932

CS 011 611

Tuman, Myron C.

Word Perfect: Literacy in the Computer Age.

PUB DATE- 92

NOTE- 163p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Books (010)

DESCRIPTORS- Computers; \*Critical Reading; Definitions;

\*Hypermedia; Information Systems; \*Information Technology;

\*Literacy; \*Online Systems; Reader Text Relationship; Reading

Instruction; Text Structure; Writing Instruction

IDENTIFIERS- Educational Issues; Literacy as a Social Process;

\*Technology Integration

Elaborating on Emile Durkheim's claim that major debates about pedagogy are always an indicator of underlying social change, this book charts the enormous impact computers are having on how people read and write, how reading and writing are taught, and how literacy is defined. The larger concern of the book is how technology generally affects not just specific language practices and policies but the most basic understanding of what it means to be literate or to be educated--even to think.

Although couched as a critical analysis, the book can be seen as a narrative recounting the struggle between two opposing models of reading and writing: the still dominant model of print literacy; and the emerging model of "online" literacy connected to video display terminals and the rise of information technology. Chapters in the book are: (1) Two Literacies; (2) The Technology of Print; (3) The New Reading; (4) The New Writing; and (5) Imagining the Future. Contains 275 references. (RS)

ED 366 933

CS 011 612

Tuman, Myron C., Ed

Literacy Online: The Promise (and Peril) of Reading and Writing with Computers.

PUB DATE- 92

NOTE- 292p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Collected Works - Proceedings (021)

**IDENTIFIERS- \*Academic Discourse; Writing Contexts**

This report describes the second phase of a study of the transformations students make in their written texts as they write from sources in a given discipline. Phase 1 of the study examined how students performed the task of writing a critique of a scholarly article in sociology and how their efforts were evaluated by professors in the discipline. Phase 2 examined changes in students' knowledge of critique from one year to the next. Six of the 32 students involved in the first phase of the study agreed to participate in the second phase. Subjects reread the scholarly article they had read a year earlier in the first phase and constructed a second, newly written critique. As in the first phase, the configuration of topics and comments in each student's critique was mapped out to depict the flow of the total discourse. Results indicated that all but one of the students wrote critiques that focused on topics that differed from those they selected the previous year; for example, three students who originally disagreed with the source article were more supportive of it, and two of the students who had agreed with the content of the article the previous year disagreed. Overall, the students were still including proportionally more suspended judgment in their critiques than either positive or negative evaluative commentary. Analysis of interviews with the students showed that classroom environment and new knowledge contributed to some of the changes in students' texts. (Nine figures and four tables of data are included; the text template and a student critique are attached. Contains 64 references.) (RS)

ED 366 952

CS 214 198

Valdes, Guadalupe

The Writing of Non-English Background Students--Introduction and Part 1: The Study of Latino-Background Students. Final Report. SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 93

NOTE- 232p.; For part 2 of this study (dealing with Chinese students), see CS 214 199.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; Case Studies; \*Educational Background; Elementary School Students; \*English (Second Language); Hispanic Americans; Intermediate Grades; Junior High Schools; Junior High School Students; Language Proficiency; Limited English Speaking; Middle Schools; \*Non English Speaking; \*Second Language Learning; \*Spanish Speaking; \*Writing Achievement; Writing Improvement; Writing Instruction; Writing Research

IDENTIFIERS- California (San Francisco Bay Area); Latinos; Middle School Students; \*Writing Development

A study investigated the writing of incipient bilinguals (students who were in the initial process of acquiring a second language). A total of four Latino children were chosen for final, in-depth study over a 2 year-period at three middle schools in the San Francisco Bay Area in California. Data included initial interviews and observations, assessments of English language proficiency, classroom and school observations, written products produced inside and outside of school, and interviews with students and school personnel. Results indicated that: (1) a strong relationship existed between the development of other areas of language proficiency and the development of written language abilities; (2)

some subjects were signs of an emerging authorship--signs that the writer was creating a body of work interconnected through thematic links and connected with a community of scholars pursuing similar work. The second phase provided converging information for the 5-year-long longitudinal study. Nine professors, 10 first-year students, 10 third-year students, and 12 graduate students from the Department of Psychology at Carnegie Mellon University completed questionnaires designed to elicit their descriptions of the discipline of psychology, the roles writing and authoring play in the discipline, and their experiences with authoring in the discipline. Results indicated that as students became more steeped in the discipline, they became more attuned to the various kinds of discourse that operated within the discipline; and the students learned the discipline through a long apprenticeship. (Eleven tables and 10 figures of data are included; questionnaires are attached. Contains 55 references.) (RS)

ED 366 972

CS 214 223

Smith, David Lionel

Blackness, Critics & "Adventures of Huckleberry Finn."

PUB DATE- Nov 93

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Black Stereotypes; \*Cultural Context; Literary Criticism; \*Political Attitudes; \*Racial Attitudes

IDENTIFIERS- \*Huckleberry Finn; \*Politically Correct Communication; Twain (Mark)

The concluding chapter of Tom Quirk's new book, "Coming to Grips with Huckleberry Finn," raises the question: "Is 'Huckleberry Finn' politically correct?" Quirk's book identifies acutely some of the fundamental issues regarding how racial attitudes and ideological agendas shape the way this great novel is read and taught. Critics have complained that interpreting Huck Finn as antiracist is reductive and ignores countervailing tendencies in the text. For Quirk this implies making Twain into a 1990s politically correct liberal, which he was not; and for Wayne Booth, author of the critical study called "The Company We Keep", it represents the even worse sin of dismissing the moral complexities of the novel in favor of self-satisfied rationalizing. Some critics have argued that the post-Reconstruction era was so violently racist that no more than a handful of Southerners wrote antiracist novels. In that sense, "Huckleberry Finn" is certainly not politically correct: the political correctness of Twain's era was, after all, strident racism. Only a superficial reading of black characters in "Huck Finn" as reflections of racial stereotypes can ignore how Twain undercuts such stereotypes and exposes their inadequacy. The conformity that goes along with political correctness in a given era may not always generate humanitarian sensibilities nor will literary critics' practice of political correctness in criticism or teaching necessarily lead to the kind of interactive change in which students and teachers are both in some way transformed. (SAM)

ED 366 973

CS 214 224

number of schools were visited to study the classroom work of a selected number of low-attaining pupils. Results indicated that (1) within each element of the Standard Grade, candidates who achieved different overall Standard Grade awards were clearly separated, as could be seen in the distinct "bands" apparent in the profiles; (2) reading candidates consistently performed better on those criteria related to extracting individual items of information from a text than demonstrating an awareness of literary techniques used in the texts; (3) in writing, candidates were most successful in conveying information but less successful in making use of literary conventions; (4) frequently one of the two pieces included in the writing folio demonstrated a lower level of achievement than the other, lowering the grade given for the folio; (5) the Talking element of Standard Grade English was entirely teacher-assessed but sample sizes were relatively small, and therefore not grouped; and (6) the framework of competencies used to evaluate achievement appeared to work well as an assessment tool. (Nineteen tables and eight figures of data are included; the extended grade-related criteria and appendix of data illustrating performance in the individual criteria are attached.) (RS)

ED 366 994

CS 214 246

Green, Bill, Ed.

The Insistence of the Letter: Literacy Studies and Curriculum Theorizing.

PUB DATE- 93

NOTE- 244p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Historical Materials (060), Books (010)

DESCRIPTORS- Cultural Literacy; \*Curriculum; Educational History; Elementary Secondary Education; \*English Instruction; Higher Education; \*Literacy; Theory Practice Relationship; \*Writing (Composition)

IDENTIFIERS- Curriculum Emphases; \*Educational Issues; Orality

Based on the thesis that language, writing, and the symbolic order are crucial considerations for understanding curriculum and schooling, this book addresses the issues of what kinds of literacy are appropriate for life and work in the late 20th century and what historically is the relationship between curriculum and literacy. After an introduction by the editor, the book is divided into the following chapters: (1) "Literacy, Orality, and the Functions of Curriculum" (William A. Reid); (2) "Technologies of Learning and Alphabetic Culture: The History of Writing as the History of Education" (Keith Hoskin); (3) "Texts, Literacy and Schooling" (David Hamilton); (4) "Lessons from the Literacy before Schooling 1800-1850" (John Willinsky); (5) "The 'Received Tradition' of English Teaching: The Decline of Rhetoric and the Corruption of Grammar" (Frances Christie); (6) "Returning History: Literacy, Difference, and English Teaching in the Post-War Period" (Tony Burgess); (7) "Literacy and the Limits of Democracy" (James Donald); (8) "Stories of Social Regulation: The Micropolitics of Classroom Narrative" (Allan Luke); (9) "Curriculum as Literacy: Reading and Writing in 'New Times'" (Colin Langshear); (10) "Television Curriculum and Popular Literacy: Feminine Identity Politics and Family Discourse" (Carmen Luke); and (11) "Literacy Studies and Curriculum Theorizing; or, The Insistence of the Letter" (Bill Green). (NKA)

excellent method of helping to develop trust and respect among the members of the student company; and (6) the two-school approach did not seem as essential to the outcome of the project as originally thought because the training and experience of the students was so similar. (Contains 32 references, 2 appendixes of data, and a calendar of events.) (RS)

ED 367 013

CS 508 468

Anderson, Marjorie  
Unmasking Positive Self-Esteem.  
PUB DATE- Mar 93

NOTE- 7p.; Paper presented at the Annual Midwest Reading and Study Skills Conference (6th, Kansas City, MO, March 1-2, 1993).  
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Elementary Secondary Education; Higher Education; Individual Development; Labeling (of Persons); \*Self Efficacy; Self Evaluation (Individuals); Skill Development; \*Student Needs

IDENTIFIERS- Communication Strategies; \*Intrapersonal Communication; \*Self Talk; Student Empowerment

Psychological masks can become the accepted facade of people who struggle to camouflage their real selves. Sometimes parents label a child as "lazy" or "stupid"; teachers may follow suit by labeling a child "slow learner" or "uncooperative." Healthy self-esteem is based on three main concepts: "I am lovable; I am capable; I am unique." Students need to get in touch with that unique, capable, lovable self that is being suffocated by the masks they have created. Students can be empowered by helping them incorporate the following skills in their lives: (1) focus on the positive; (2) accept yourself; (3) take responsibility for actions/choices; and (4) choose to be happy. (NKA)

ED 367 014

CS 508 470

McDaniel, Edwin R.  
Japanese Nonverbal Communication: A Review and Critique of Literature.

PUB DATE- Nov 93

NOTE- 33p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Communication Skills; \*Cultural Context; Cultural Differences; Foreign Countries; Group Dynamics; Higher Education; \*Japanese; \*Nonverbal Communication; Nonverbal Learning; Speech Communication

IDENTIFIERS- Communication Patterns; Communication Styles; Japanese Culture; \*Japanese People

The growth of intercultural interactions increase the need for nonverbal communication competency to help obviate potential cross cultural communication difficulties. Foreign language studies too often concentrate on vocabulary, grammar, and syntax, and forgo the role and methods of nonverbal communication. Japanese culture and modes of communication present excellent opportunities to examine a society that emphasizes nonverbal behavior. In Japan, an accomplished

(150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Adult Learning; Cultural Differences; Higher Education; \*Lifelong Learning; Nontraditional Students; Social Change; \*Student Motivation

IDENTIFIERS- \*Communication Education; Student Empowerment  
Lifelong education is a critical issue for higher education. The number of adult learners in university classrooms is and will continue to increase. This paper addresses: (1) the impact of the changes in the cultural diversity of university students; (2) motivations of adult learners for continuing their education, with its implications for learning style differences; and (3) recommendations for adapting university education and communication education in particular to empower adult learners. (Contains 13 references.) (Author/RS)

ED 367 033

CS 508 490

Orlik, Peter B.

The Communications Student's Portfolio: Organizational Packet and Instructions.

PUB DATE- Nov 93

NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993). Colored paper may not reproduce clearly.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; \*Portfolios (Background Materials); Student Characteristics; \*Student Evaluation; \*Student Experience; \*Work Experience

IDENTIFIERS- Communication Education; Professional Guidelines

Noting that a well constructed portfolio can serve as an integrated and documented album of knowledge and skills, this paper presents an organizational packet and instructions for communications students to use in developing a portfolio for their professional development. The paper begins with a form to list key information about the portfolio author and a sample table of contents page for the portfolio. It also provides forms to detail what the student learned from work experiences, from professional training experiences, and from hobbies and other life experiences. The paper concludes with a discussion of additional considerations and instructions for completing a portfolio. (RS)

ED 367 034

CS 508 491

Zamanou, Sonia

Differences Do Make a Difference: Recruitment Strategies for the Non-Traditional Student.

PUB DATE- Nov 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for



skills. In the second part, the five components of an alternative-high-school model are presented: student projects; curriculum/activities that meet students' affective needs; projects based on students' interests; trips that offer exposure to diversity; and individual guidance. The five components are not mutually exclusive. The recommended size of such a school or program is 30 to 50 students. (LMI)

ED 367 054

EA 025 632

Brenner, Robert M.; And Others  
From Chaos to Corruption: An Investigation into the 1993  
Community School Board Election.

PUB DATE- Dec 93

NOTE- 146p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Boards of Education; \*Community Schools;  
\*Elections; Elementary Secondary Education; \*Investigations;  
Legal Problems; Political Campaigns; Politics of Education;  
Public Schools; Urban Education; Voting

IDENTIFIERS- \*New York City Board of Education; \*Voter Fraud  
A 10-month investigation by the City of New York Special  
Commissioner of Investigation for the New York City School  
District found widespread corruption and mishandling of the  
1993 Community School Board election. School board elections  
are at the heart of school decentralization, and should enable  
local communities to exercise control over their schools. The  
32 boards elected in May 1993 set policy and control budgets in  
excess of \$100 million. The investigation found fraud and  
corruption as well as administrative mismanagement in many  
areas of the election process. Poor planning and coordination  
by the Board of Elections and the Board of Education led to lax  
registration of parent voters. In some areas, anyone could  
vote, often multiple times, and many parents were not allowed  
to vote at all. Contractors hired to count ballots did a poor  
job. Unqualified people were allowed to count ballots, and some  
ballots were lost. Many absentee ballots were cast under false  
names, without the knowledge and consent of the unsuspecting  
"voters." In some districts, teachers and staff were pressured  
into supporting a candidate. Election guidelines were also  
found to be ineffective and frequently broken. The  
investigation offered several recommendations for improving  
efficiency and safeguards in the election. (JPT)

ED 367 055

EA 025 635

Reigeluth, Charles M., Ed.; Garfinkle, Robert J., Ed.  
Systemic Change in Education.

PUB DATE- Jan 94

NOTE- 172p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Reports - Descriptive (Program/Project Descriptions)  
(141), Books (010)

DESCRIPTORS- \*Educational Change; \*Educational Theories;  
Elementary Secondary Education; Futures (of Society);  
Information Technology; Models; \*School Restructuring; Social  
Change; \*Systems Approach; Theory Practice Relationship

IDENTIFIERS- \*Systemic Change

This book provides new tools for thinking about and designing the  
education system. Four sections, each with its own

cases. Lay advocates were equally as effective as trained attorneys in assisting parents in resolving disputes. School officials tended to be more satisfied than parents with the outcome of mediation. Parents reported significant problems in the implementation of the mediation agreements. (Contains 28 references.) (JBD)

ED 367 075

EC 302 776

Catlett, Susan M.

Summary of Survey Materials Collected To Support the Multi-Agency Collaborative Initiative on Inclusive School Reform. Project FORUM.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC. Div. of Innovation and Development.

PUB DATE- 26 Jan 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Agency Cooperation; Demonstration Programs; \*Disabilities; \*Educational Change; Educational Policy; Elementary Secondary Education; \*Information Sources; \*Mainstreaming; National Organizations; National Surveys; School Districts; Social Integration; State Programs; Teacher Education

IDENTIFIERS- American Federation of Teachers; Council for Exceptional Children; \*Inclusive Schools; \*National Assn of State Dir of Special Educ; National Education Association

This brief paper summarizes survey materials gathered by the Multi-Agency Collaborative Initiative on Inclusive School Reform. The agencies involved are the National Association of State Directors of Special Education, the Council for Exceptional Children, the National Education Association, and the American Federation of Teachers and other organizations. The Collaborative's first step was to identify school districts or school sites that have effectively implemented inclusive school strategies. A survey was also conducted to identify resources in three categories: (1) statewide initiatives, (2) information documents or products, and (3) personnel preparation programs. A total of 309 school districts or schools from 38 states were nominated and 266 resources were identified. Information on statewide initiatives was provided by 25 states, references for information products by 21 states, and information about personnel preparation programs by 21 states. Appendices contain the SpecialNet message sent to State Directors of Special Education requesting nominations; the survey form sent; and a summary of state responses, by state, including contacts for more information. (DB)

ED 367 076

EC 302 777

Statistical Profile of Special Education in the United States, 1994.

PUB DATE- Jan 94

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Journal Articles (080)

DESCRIPTORS- Age Differences; Delivery Systems; \*Disabilities; Dropout Rate; \*Educational Trends; Elementary Secondary Education; Expenditures; High School Graduates; Incidence;

A social worker recounts the experiences of a long term support group of 12 (later 10) parents of children with neurological impairments. Originally begun as a time-limited parent group of children attending a therapeutic nursery program, the parent group has continued to meet into the children's adolescence. The group was initially led by two co-therapists but has continued with one leader. Although the parents have increasingly managed many aspects of the meetings, they continue to prefer an outside "expert" in the formal role of leader. Over the years, the focus of the group has changed from being completely about the children to covering the range of issues faced by the parents, including a marital breakup. This group's experience has led the agency involved to conclude that parent support groups may frequently be the treatment of choice for parents of special needs children. (DB)

ED 367 097

EC 302 799

A Report on Special Populations. Alternate Schools Area Learning Centers. Connections/Detention Centers. Residential Treatment Centers. Minnesota Student Survey, 1991.

PUB DATE- Aug 91

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Alcohol Abuse; At Risk Persons; \*Behavior Disorders; Correctional Education; \*Delinquency; Delinquency Prevention; \*Disadvantaged Youth; Educational Needs; \*Environmental Influences; Family Problems; Family Violence; Pregnancy; Program Effectiveness; Residential Programs; Secondary Education; Secondary School Students; Special Schools; State Surveys; Stress Variables; \*Student Characteristics; Substance Abuse

IDENTIFIERS- Incarcerated Youth; \*Minnesota

This report presents findings of a 1991 survey of 3,573 adolescents in Area Learning Centers and Alternative Schools, in Corrections and Detention Centers, and in Residential Treatment Centers in Minnesota. The study focused on six environmental stressors: family alcohol problems, family drug problems, experiencing or witnessing physical abuse, and intrafamilial and extrafamilial sexual abuse. The survey found that students in these programs were three to six times more likely than regular students to report at least three of these problems. A history of physical or sexual abuse doubled the likelihood of deliberate self-injury or suicide attempt, especially for females. Additionally, all groups were characterized by more frequent involvement in high risk behaviors (e.g., substance abuse). An encouraging finding was the relative success of the Alternative Schools and Area Learning Centers in engaging youth who had dropped out of school or were at risk for dropping out. Findings lend support to the existence of a general "at risk" syndrome, with implications for prevention and intervention. Two recommendations resulted: first, that adequate resources be provided to educational programs for this population, and second, that prevention programs include counseling, health services, and other support activities. Tables, graphs, and narrative provide the details of the survey findings for each type of program and compare findings with the 1989 survey of 91,175 adolescents in the state. (Contains 11 references.) (DB)

ED 367 098

EC 302 800

Human Services to the Congress of the United States on Services Provided to Children with Disabilities in the Head Start Program.

PUB DATE- 91

NOTE- 44p.; For the Sixteenth Annual Report, see EC 302 824.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Disabilities; Disability Identification, Early Intervention; \*Economically Disadvantaged; \*Enrollment Rate; Enrollment Trends; Federal Programs; \*Incidence; Low Income Groups; Mainstreaming; \*Preschool Education; \*Special Education IDENTIFIERS- \*Project Head Start

This report describes the activities of the Head Start program relating to children with disabilities in the 1988-1989 year. Head Start nationally achieved a 13.5 percent level of enrollment of children with professionally diagnosed disabilities. All states and jurisdictions met the federal mandate of at least 10 percent enrollment of children with disabilities, except Alaska and the Pacific Territories. The number of children with disabilities served increased from 65,740 in 1988 to 67,598 in 1989. Head Start programs were unable to enroll 3,390 potentially eligible children with disabilities due to age requirements or lack of vacancies. Over half of the children identified as having a disability had speech impairments, followed in rank order by health impairments, specific learning disabilities, serious emotional disturbances, physical disabilities, mental retardation, hearing impairments, visual impairments, deafness, and blindness. Special education or related services were provided to children with disabilities by Head Start staff and special services were provided by other agencies. Appendixes contain guidelines on diagnostic criteria, a list of participants in the Resource Access Project Network, and tables showing numbers of children with disabilities in Head Start by state. (JHD)

ED 367 117

EC 302 826

The Status of Children with Disabilities in Head Start Programs.

Eighteenth Annual Report of the U.S. Department of Health and Human Services to the Congress of the United States on Services Provided to Children with Disabilities in the Head Start Program.

PUB DATE- 92

NOTE- 44p.; For the Seventeenth Annual Report, see EC 302 825.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Disabilities; Disability Identification; \*Economically Disadvantaged; \*Enrollment Rate; Enrollment Trends; Federal Programs; Identification; \*Incidence; Low Income Groups; Mainstreaming; \*Preschool Education; \*Special Education

IDENTIFIERS- \*Project Head Start

This 18th annual report to Congress, covering the program year 1989-1990, outlines the status of children with disabilities in Head Start programs. The report states that the program's mandate of having 10 percent or more of the total number of enrollment opportunities in Head Start programs available for handicapped children was met in each state except Hawaii and the District of Columbia. Head Start nationally achieved a 13.3 percent level of enrollment of children with professionally diagnosed disabilities. Head Start is the largest program that

status (when it is unequal), social distance, situational context, and the introducer's intent (when social status is equal). Next, four combined patterns with congruent factors are discussed. Finally, four overriding patterns that include two conflicting factors are suggested; however, only the pattern regarding social status and situational context is confirmed due to the limited data set. (Author)

ED 367 136

FL 021 780

Citron, James L.

The Role of Ethno-Lingual Relativity in Second Language Acquisition.

PUB DATE- 93

NOTE- 14p.; For complete volume in which this paper appears, see FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Journal Articles (080)

DESCRIPTORS- Acculturation; Cross Cultural Studies; \*Cultural Awareness; \*Cultural Differences; Individual Differences; Language Aptitude; \*Language Patterns; \*Language Research; Learning Motivation; Linguistic Theory; Pragmatics; Second Language Instruction; \*Second Language Learning; Social Influences; Transfer of Training

The term "ethno-lingual relativity" is defined as a perspective that is not limited by one's own cultural and linguistic experiences, but rather is open to the contrasting cultural and linguistic patterns of other peoples. It is hypothesized that having an ethno-lingually relative perspective can facilitate one's ability to learn a new language. Support for this hypothesis--drawn from second language research in language aptitude, motivation, personality differences, social and psychological factors, acculturation theory, and pragmatic competence--is discussed. (Author)

ED 367 137

FL 021 781

Garcez, Pedro M.

Debating the 1990 Luso-Brazilian Orthographic Accord.

PUB DATE- 93

NOTE- 29p.; For complete volume in which this paper appears, see FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Journal Articles (080)

DESCRIPTORS- Diachronic Linguistics; Foreign Countries; \*Language Planning; \*Language Standardization; Official Languages; \*Portuguese; \*Spelling; Uncommonly Taught Languages  
IDENTIFIERS- \*Luso Brazilian Orthographic Accord

A case of corpus cultivation language planning is reported: the 1990 Luso-Brazilian Orthographic Accord for the seven Portuguese-speaking countries discussed here, signed by representatives of all seven countries that have Portuguese as their official language. Socio-historical background is provided about Portuguese standardization and spread, the distribution of the language in the world today, and the development of its spelling norms. Discussion of the Accord and the ensuing debate is carried out through an analysis of the positions taken and of the arguments used by authors in a selection of scholarly and journalistic articles. These arguments are contrasted with Geerts, van den Broeck and

the ability to function in the target language. (MSE)

ED 367 158

FL 021 880

Mejorada, Ma. Flor E.; Fonacier, Elvira  
Towards Evaluating the Writing Laboratory: A Prototype.  
PUB DATE- 91

NOTE- 17p.; In: Anivan, Sarinee, Ed. Issues in Language Programme  
Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Achievement Gains; \*College Second Language  
Programs; Evaluation Methods; Foreign Countries; Higher  
Education; Models; Program Descriptions; \*Program Design;  
\*Program Evaluation; Remedial Instruction; Second Language  
Instruction; \*Student Attitudes; \*Writing Instruction; Writing  
Laboratories

IDENTIFIERS- De La Salle University (Philippines); Philippines  
A model for evaluating a college second language writing  
instruction program is presented, based on experiences at the  
De La Salle University (Philippines) writing laboratory. The  
laboratory, a support unit of the university's language  
program, provides remedial instruction in composition and  
academic writing for referred students. The proposed evaluation  
model is longitudinal in design, and focuses on three program  
effects: (1) student cognitive gains, as measured by  
improvement in writing on essays; (2) student attitudes toward  
writing and toward the program itself, expectations of  
instruction, continuing motivation, and usefulness of materials  
and strategies learned; and (3) instructional delivery systems,  
through observation of teaching and monitoring of student  
portfolios. A pilot application of the model at the laboratory  
is described, although it is noted that its sampling is  
inadequate for use as an actual assessment. Appended materials  
include a writing pretest, three attitudinal scales, and the  
final (posttest) composition exercise. (MSE)

ED 367 159

FL 021 881

Goh, Soon Guan

Trialling of the New EL Syllabuses for Singapore Schools.  
PUB DATE- 91

NOTE- 17p.; In: Anivan, Sarinee, Ed. Issues in Language Programme  
Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Curriculum Development; Elementary Secondary  
Education; \*English (Second Language); Foreign Countries;  
Program Evaluation; Second Language Instruction; \*Second  
Language Programs

IDENTIFIERS- \*Singapore

The piloting of a new English language curriculum in Singapore's  
lower primary and lower secondary school in 1992 is described  
in three sections: (1) reasons for revising the existing  
curriculum; (2) objectives and procedures of the pilot testing;  
and (3) findings. The existing curriculum, implemented in the  
early 1980s, was found to be too examination-oriented and  
recommended no particular teaching method. The new syllabus  
emphasizes the processes and context of language learning,

Content; \*Curriculum Development; Educational Objectives; Foreign Countries; Instructional Materials; Language Tests; \*Learning Strategies; Material Development; Needs Assessment; Postsecondary Education; Program Descriptions; Second Language Instruction; \*Second Language Programs; Teamwork; Testing IDENTIFIERS- Focus Groups Approach; Japan

The collaborative curriculum development process in a postsecondary language education program in Japan is described, looking specifically at the work of five curriculum development teams, or focus groups: needs assessment; curriculum aims, goals, and objectives; cognitive development and learner strategies; materials development; and learner assessment. The needs assessment team conducted a number of surveys of students and teachers, including two assessments of student objectives and learning style preference and one of faculty perceptions of curriculum needs. The team addressing curriculum aims, goals, and objectives used data from the surveys to establish desired competencies, performance standards, conditions, and assessment tasks. The cognitive development team gathered and collated research and practice in the area of cognitive development and learning strategies. An important contribution of this group was identification of student attitudes and beliefs that might hinder learner independence. Writing teams began to develop the 12 books planned for the course. Activities focusing on learner cognitive development are highlighted here. The learner assessment research team also focused on mechanisms for teaching students self-assessment and individual responsibility for learning. Further research needs are outlined. (MSE)

ED 367 179

FL 021 906

Previllon, Jean

What's In a Name: An Awakening of the Haitian Linguistic Consciousness (An Argument for Haitian as the Native Language of Haitians).

PUB DATE- Apr 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142).Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Foreign Countries; \*Haitian Creole; \*Haitians;

\*Language Attitudes; \*Language Classification; Language

Research; \*Language Role; Research Needs; \*Stereotypes

IDENTIFIERS- Connotations

The use of the term "Creole" to refer to the Haitian language is discussed, and it is argued that "Haitian" is a more appropriate term. Psycholinguistic and sociolinguistic functions of the term are examined, including its etymological and usage history and images associated with its application in a variety of locations and cultural contexts around the world. The debate over whether Creole is a non-standard dialect of another, usually dominant European language or is a language in and of itself is examined briefly, and further formal analysis of the non-European origins of Creoles is recommended. Haitian Creole is seen as belonging to a family of Afro-centric Creole languages deserving of further study, rather than as a "poor relative" of French. It is proposed that linguistically, the most consistent approach is to view the modern indigenous language of Haiti as Haitian, having a status as a language equal to that of common European languages. Official acceptance of this status and terminology, including an amendment to the constitution, and its incorporation into the educational system are urged. (MSE)

including pictures of minorities and women in recruitment brochures and other related materials. Two universities did not consider women as minority students in agricultural education. Nine universities indicated the major recruitment tool for diverse population graduate students was financial aid packages. No university identified doing anything special or different for diverse population students to help them secure professional positions at graduation or after employment. (YLB)

ED 366 720

CE 065 515

Barron, James C.; Fiske, Emmett P.  
Public Policy Education: Its Role in Community Change. Coping with Change. WREP 23. Revised.

PUB DATE- Apr 93

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; \*Community Change; \*Conflict Resolution; \*Extension Education; Models; \*Policy Formation; Program Development; Program Implementation; \*Public Affairs Education; Public Policy; Role of Education; Teacher Role

IDENTIFIERS- \*Public Policy Education

This booklet examines two frequently used public policy education models and illustrates how they may be used to develop and conduct extension education programs for communities struggling with change in general and for communities dealing with growth management issues in particular. The booklet opens with a brief discussion of key areas of concern in planning/implementing public policy education programs: information providers, decision criteria, objectivity, and program delivery. Following this, the advocacy approach to public resolution is mentioned briefly; however, while this model is widely known and accepted and while it always forces a solution, it is not education. Presented next are the basic components of the alternative/consequences model of public policy education and important principles public policy educators must follow to be effective. When the public policy education model is applied to conflict resolution, the educator becomes a facilitator in managing a collaborative negotiation process. The benefits and key components of the collaborative model are outlined, and an eight-step issue-to-public policy evolution model is detailed. Also detailed are the 11 identifiable steps in collaborative conflict resolution process. The costs and benefits of community change are weighed, and the role of extension education in resolving community change issues is analyzed. Contains 16 references. (MN)

ED 366 721

CE 065 516

Reader, Mel, Comp.  
Volunteerism. Rural Information Center Publication Series, No. 24.

PUB DATE- Apr 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Annotated Bibliographies; \*Community Organizations; Information Sources; Organizations (Groups); \*Public Service; Resource Materials; \*Volunteers; \*Volunteer Training

IDENTIFIERS- \*Volunteerism



**Older Women and Poverty. Lifecycle Learning Sheet.**

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Jun 92

NOTE- 9p.; Publication of Creating Prairie Cronies, the Saskatchewan older women's network. For related documents, see CE 065 550-553 and CE 065 555.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Annotated Bibliographies; Community Resources; Employment Patterns; \*Females; \*Feminization of Poverty; Foreign Countries; Grants; Information Sources; \*Older Adults; \*Poverty; \*Retirement Benefits; \*State Federal Aid

IDENTIFIERS- \*Canada

Statistics reveal that 61% of older Canadian women who are unattached to a male partner live in poverty. Two primary factors why women are especially vulnerable to poverty are their financially dependent status and their inequality in the work force. Even women who have worked outside the home are more vulnerable to poverty in old age than their male counterparts for the following reasons: the gap between men's and women's wages; segregation of women into low-paying jobs; the inability of many women to either find or accept full-time work offering benefits and pensions because of their need to balance the demands of family responsibilities and work; and the need for women to move in and out of the work force to accommodate childbearing and raising and/or to care for aging parents or spouses. Canadian women over the age of 65 are heavily reliant on three federal pension programs: Old Age Security, the Canada Pension Plan, and guaranteed income supplements to subsidize low-income pensioners. Saskatchewan women are also eligible for two provincial supplements to the federal pension: The Saskatchewan Income Plan and the Saskatchewan Citizen's Heritage Program. Policymakers must recognize that older women are not to blame for their poverty and must work for pension reform and equality in the workplace. (An annotated list of 18 print, audiovisual, and community resources is included.) (MN)

**Widowhood: An End and a New Beginning. Lifecycle Learning Sheet.**

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Jun 92

NOTE- 7p.; Publication of Creating Prairie Cronies, the Saskatchewan older women's network. For related documents, see CE 065 550-553 and CE 065 555.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Annotated Bibliographies; Community Resources; \*Coping; \*Emotional Adjustment; \*Females; Foreign Countries; \*Grief; Information Sources; \*Money Management; Older Adults; Social Adjustment; \*Widowed

IDENTIFIERS- \*Canada

According to statistics, 69% of women who marry will outlive their husbands, women are widowed at an average age of 56, and women often experience a loss of half their income with the death of their spouse. Women who become widowed must deal with a number of financial concerns, including the following:

vocational experts from Hungary who visited vocational education programs in the United States. The literature on vocational education in the United States and Hungary was reviewed. Restructuring and updating of vocational curricula in Hungary was found to be under the direction of the Ministry of Labor rather than an educational body; programs were devised primarily for work force preparation. The loosely structured interviews consisted of five questions with key probing terms identified prior to the interviews. The data collected revealed a comprehensive view of applied education in Hungary. Three clusters of common themes were identified: learner or student autonomy, administrative autonomy, and teacher and faculty autonomy. (Author/YLB)

ED 366 759

CE 065 594

Farrell, Virginia, Comp.  
Results Orientated Workplace Literacy Project.  
SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC. National Workplace Literacy Program.  
PUB DATE- Jan 94  
NOTE- 418p.; For related curricula, see CE 065 595-596.  
LANGUAGE- English  
EDRS Price- MF01/PC17 Plus Postage.  
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills;  
\*Communication Skills; Curriculum Development; \*Inplant  
Programs; Job Skills; Labor Force Development; \*Literacy  
Education; Manufacturing Industry; Mathematics Instruction;  
\*Mathematics Skills; Program Development; Program  
Effectiveness; Program Evaluation; Program Implementation;  
\*Reading Skills; Vocabulary Development  
IDENTIFIERS- Workplace Literacy  
Cuyahoga Community College's (CCC) Unified Technologies Center  
(UTC) collaborated with three Cleveland area manufacturing  
companies in a workplace literacy project. The project provided  
job-related mathematics and communications programs for 302  
employees who needed basic skills upgrading to improve their  
job performance. The project implementation process involved  
the following: establishment of an operations/advisory  
committee; information meetings; instructor selection; basic  
skills job/task analysis; employee assessment; advising  
sessions; curriculum design/development; train-the-  
trainer/instructor orientation; establishment of a multimedia  
learning center; training; and evaluation activities. Four  
courses were designed and developed for each company:  
Mathematics on the Job I and II and Communications on the Job I  
and II. The objectives for each course differed from company to  
company, based on the job task analysis and the mathematics and  
communications requirements of each job. (The 18-page report is  
accompanied by extensive attachments, including the following:  
copies of the job task analysis for each of the three partner  
companies; examples of test results given to each company;  
samples of the Individual Learning Plan; a course description  
and general outline for each course; samples of criterion-  
referenced assessments; reports compiled from student  
evaluation forms completed at the end of each course; and a  
final evaluation report.) (YLB)

ED 366 760

CE 065 595

TRW Communications on the Job I-II. Employee Manual and

Ruhland, Sheila K.  
Identification of Workplace Skills and Competencies Essential for  
Marketing Occupations.

PUB DATE- 6 Dec 93

NOTE- 12p.; Paper presented at the American Vocational  
Association Convention (Nashville, TN, December 6, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Academic Education; \*Basic Skills; Business Skills;  
\*Competence; \*Distributive Education; Educational Needs;  
Employment Potential; \*Employment Qualifications; \*Job Skills;  
\*Marketing; Needs Assessment; Postsecondary Education;  
Secondary Education

A study examined the types of academic skills and workplace competencies that will be needed by persons employed in marketing occupations in the future. Three rounds of a Delphi questionnaire were mailed to 23 persons who were recommended by secondary and postsecondary marketing teachers in Missouri as having expertise in marketing occupations. In each round, participants were asked to use a 5-point scale to rank 6 basic academic skills, 7 advanced academic skills, and 40 higher-order workplace competencies from the standpoint of their degree of relevance to marketing occupations. A mean response of 4.50 to 5.00 (strong agreement) was taken as an indication that the given skills/competences are essential to employment in marketing occupations. The following academic skills and workplace competencies were so rated in round 3: listens, solves problems, sets priorities, assumes responsibility for own decisions and actions, manages time, demonstrates flexibility and adaptability, resolves problem situations, and communicates information. The participants also agreed that an additional 5 basic academic skills, 6 advanced academic skills, and 33 higher-order workplace competencies are important for employment in marketing occupations. (Contains 13 references.) (MN)

ED 366 777

CE 065 624

Hinds, Joyce; And Others  
Curriculum for Whole Language Instruction in Office Technology.  
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.  
Div. of Community and Technical Colleges.

PUB DATE- Jun 93

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; \*Business English; Community  
Colleges; Curriculum Guides; Editing; Information Technology;  
Instructional Materials; Language Skills; Learning Activities;  
Listening Skills; \*Office Automation; \*Office Occupations  
Education; Postsecondary Education; Pretests Posttests;  
\*Reading Instruction; Reading Skills; Speech Skills; Two Year  
Colleges; \*Whole Language Approach; \*Writing Instruction  
This curriculum guide contains material to supplement the  
language instruction in business English. It is a complete  
instructional package designed to improve the editing, reading,

Influencing Minority and Non-Minority Students to Enroll in an Introductory Agriscience Course in Texas" (Talbert, Larke); "Influence of Agriscience and Natural Resources Curriculum on Students' Science Achievement Scores" (Connors, Elliot); "Mathematical Problem-Solving Ability of Secondary Agriculture Teachers" (Miller, Gliem); "Factors Influencing Resource Sharing between Agriculture and Science Teachers Participating in the Agriscience Program" (Whent); "Evaluation of the Pilot Testing of the Biotechnology in Agriculture Curriculum in Oklahoma" (Horne, Key); "Agricultural Distance Education" (Miller, Honeyman); "Relationship between Levels of Cognition of Instruction and Learning Style of Horticulture Teachers" (Cano, Metzger); "Cognitive Learning Style Preferences of the Minnesota Farm Business Management Educators" (Joerger, Persons); "Relationship between Students' Ability to Demonstrate the Problem Solving Approach to Teaching in a Methods Class and Their Learning Styles" (Raven, Shelhamer); "Distance Education in Agriculture" (Miller, Honeyman); "Conceptual Model for Effectively Planning and Delivering Distance Education Courses and Programs in Agriculture" (Jackson, Bowen); "Extent Student Teachers Utilized the Problem-Solving Approach to Teaching during the Student Teaching Practicum" (Garton, Cano); "Training Needs of Area Specialized Extension Agents in the North Carolina Cooperative Extension Service" (Gibson, Hillison); "Relationships between Occupations of Home-Based Workers and Selected Demographic and Work Characteristics" (Furry, Radhakrishna); "Inservice Education Needs of Teachers of Pilot Agriscience Courses in Mississippi" (Newman, Johnson); "National Study of Student Teaching Requirements in Agricultural Education" (Deeds); "Cognitive Abilities of College of Agriculture Students across Traditional Content Areas" (Torres, Cano); "Quantitative Guide to Assess Institutional Excellence in Vocational Education" (Wardlow, Joerger); "Perceptions of Young Farmers Regarding the Role of International Agriculture in Agricultural Education" (Elbasher, Martin); "Interactive Video Network" (Swan); "Agricultural Literacy Assessment among Educators in Missouri Secondary Schools that Offer Agricultural Education Programs" (Harris, Birkenholz); "Safety Practices in Agricultural Science Laboratories" (Swan). (KC)

ED 366 795

CE 065 686

Dugger, William E., Jr.  
The Relationship between Technology, Science, Engineering, and Mathematics.

PUB DATE- Dec 93

NOTE- 18p.; Paper presented at the Annual Conference of the American Vocational Association (Nashville, TN, December 3-7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Educational History; \*Educational Improvement; \*Educational Needs; \*Educational Trends; Engineering; \*Futures (of Society); Integrated Curriculum; Mathematics Instruction; Postsecondary Education; Science Instruction; Secondary Education; \*Technology Education

This paper examines the relationship among technology, science, engineering, and mathematics in the context of education. It strives to shape a perspective on how future citizens should best be educated to live in an increasingly more complex technological world? The eight sections of the paper cover the

training had some implications for adult education. Learning JIT was learning to perform multiple tasks on the production line, but even more it meant learning communication skills and learning to redefine one's rapport with one's own work and with the company. (YLB)

ED 366 813

CE 065 721

Manning, Roger W.  
Moral Orientation, Gender, and Salary.  
PUB DATE- 19 Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Adult Educators; Colleges; Higher Education; Moral Development; \*Moral Values; Personality Development; \*Personnel Selection; \*Salary Wage Differentials; \*Sex Differences; \*Sex Role; \*Sex Stereotypes; State Surveys; Teacher Attitudes

IDENTIFIERS- Texas

A study examined the relationship among gender, moral orientation, and pay. Although the participants were about equal in terms of gender, 48 males and 53 females, males tended to hold higher degrees. The researcher hypothesized that salaries would be differentiated based on gender and moral orientation. Assumptions were that care-oriented males would earn less than justice-oriented males; justice-oriented females would earn less than either justice- or care-oriented males; and care-oriented females would earn the least of the four groups. Findings indicated that males' salaries were undifferentiated by moral orientation. Both justice- and care-oriented males earned nearly the same mean salaries; justice-oriented females' mean salaries were less than males'; and the mean salary of care-oriented females was less than that of justice-oriented females. Females' salaries were influenced by their moral orientation, but males' were not. Although continuing educators said they preferred care-oriented applicants, in practice they favored justice-oriented females or males of either moral orientation. These findings suggested a bias against hiring care-oriented females, those who were traditionally oriented. (Appendixes include 16 references and 6 tables.) (YLB)

ED 366 814

CE 065 722

Horstkotte, Hermann  
Development by Personal Effort--Personnel Cooperation in German Development Policy. Sonderthema. IN Visitors Information SO 1.

PUB DATE- 94

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; Developed Nations; \*Developing Nations; \*Economic Development; Females; Foreign Countries; \*Individual Development; \*International Cooperation; Interpersonal Relationship; \*Job Training; Teamwork; Womens Education

IDENTIFIERS- Germany

In the opinion of international and German experts, development

(of Society); Labor Force Development; \*Organizational Change; Organizational Development; Quality Control; Relevance (Education); \*School Business Relationship; \*Technological Advancement

The reform of schools and the modernization of workplaces are inextricably linked. Finding common ground begins with a realization that educators have a tripartite mission to teach students to be good neighbors, involved citizens, and qualified workers. Unless the reform of schools and reform of workplaces proceed at the same pace, a mismatch is risked between the supply of educated employees and the demand for them. To meet new international standards of quality, schools must undergo as thorough a reform as workplaces. They must do the following: provide more variety, customization, and convenience; be timely; get innovations; and deliver social responsibility. The required changes are the same ones required for business: new technology, new organizational formats, a highly skilled and autonomous work force, new management techniques, and labor-management collaboration. Changing the system requires new curriculum, changes in teacher preparation, ensured access for schools to high technology, a focus on needs of noncollege-bound students, and integrating academic and applied learning. (An appendix provides 152 reference notes. An executive summary highlights education's tripartite mission, convergence of business and education goals, using new technology, creating high-performance work systems, maintaining economic returns to education, measuring up to new skill standards, increasing value of education, integrating academic and experiential learning, and improving collaboration between schools and employers. Twenty reference notes are included.) (YLB)

ED 366 833

CE 065 766

Bateman, Peter; And Others

Demonstrating Cooperation: Lessons from Federally Funded Projects in Vocational Education. Final Report.

SPONS. AGENCY- Office of Policy and Planning (ED), Washington, DC.

PUB DATE- 94

NOTE- 362p.; For 1992 report, see ED 353 430.

LANGUAGE- English

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Cooperative Programs; \*Cost Effectiveness; \*Demonstration Programs; Educational Improvement; Educational Quality; Federal Aid; \*Grants; Postsecondary Education; Program Costs; Program Design; Program Effectiveness; Program Evaluation; \*Program Implementation; \*Program Proposals; Secondary Education; Special Needs Students; Technological Advancement; Vocational Education

IDENTIFIERS- \*Cooperative Demonstration Prog (High Technology)

A 23-month evaluation of the Cooperative Demonstration Program (High Technology) assessed the extent to which grant applications selected for funding presented a clear and coherent design for the projects, project designs were successfully implemented, and project costs were reasonable in relation to projected or actual outcomes. Findings were based on data collected through a review of program records for 53 projects funded in FY 1988 and FY 1989, mail or telephone surveys of key project staff of 39 funded projects, and site visits to 27 funded projects. Of the 53 funded applications analyzed, only 12 presented a clear and coherent project design, and an additional 26 were moderately clear and coherent in their design. Overall, projects focused on providing relatively short-term training. Projects had a high tech focus.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Adolescents; Children; \*Community Involvement;  
\*Family Relationship; \*Homeless People; \*Runaways; \*Youth  
Problems

The purpose of the conference summarized in this paper was threefold: to review progress made on behalf of runaway and homeless youth by communities who attended the 1991 conference; to introduce participants to the Target Population Planning Model; and to offer participants workshops on youth problems. Presenters were from the national, state, and local levels, and youth actively participated in the conference. The more than 85 participants attending the conference concluded that runaway and homeless youth remain a serious problem in Alaska. It was estimated that the number of Alaskan youth who run away from home each year has increased from 3,500 in 1991 to over 4,500 in 1992, and that over 1,900 Alaskan adolescents are homeless annually. It was determined that Alaskan youth run away at a greater rate in proportion to their overall population than youth nationally; that Alaska's runaways are younger than runaways nationally; and that Alaska's youth are homeless at a greater rate in proportion to their overall population than youth nationally. Conference participants concluded that there remains a critical need for more active local government involvement in finding solutions to the runaway and homeless youth problems in Alaska. This document describes the conference and includes community progress reports and lists of participants. Alaska statutes (Alaska Runaway Law, Alaska Runaway Programs, the Alaska Missing Persons Clearinghouse) are appended. (NB)

Ed 366 852

CG 024 894

Stern, Leonard W.

Funding Patterns of Nonprofit Organizations That Provide Youth Development Services: An Exploratory Study.

PUB DATE- Feb 92

NOTE- 151p.; A report prepared for the Task Force on Youth Development and Community Programs of the Carnegie Council on Adolescent Development.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adolescent Development; \*Child Development;  
\*Financial Support; \*Human Services; \*Nonprofit Organizations;  
\*Youth Programs

This study examined the sources of funds for nonprofit agencies which provide youth development services. It tapped multiple sources, including reports compiled about their affiliates' revenue by the national headquarters of youth-serving agencies; studies of seven communities conducted by The Johns Hopkins University Institute for Policy Studies and the Social Policy Research Group, Inc.; the United Way of America; the Foundation Center; various documents containing information about federal funding; and interviews with organization officials and experts. Results indicated that affiliates of the largest national youth-serving organizations received a larger share of their support from United Way than did smaller independent agencies, and also received the lion's share of foundation dollars directed at adolescents. Corporate support did not appear to be a significant source of revenue. Smaller independent agencies were considerably more dependent on government funds than were large national youth development organizations. Larger, established agencies and those affiliated with recognizable national organizations appeared

sensitivity and awareness of elder abuse issues and resources; help create resource networks; develop partnerships between seniors and professionals; and help foster local helping networks for intervention and prevention. This document presents an educational resource tool designed for use by both seniors and professionals in Saskatchewan and other provinces and territories. The module is meant to encourage and assist individuals to further develop their knowledge and skills as well as continue educational activities regarding elder abuse. The opening sections of this guide cover the general preparatory work needed to help organize, plan, design, and present an elder abuse workshop. They include information on organizing a workshop, adult learning guidelines, designing a workshop, and outlines for full-day, half-day and one-hour workshops. By far the greater part of the guide consists of eight appendixes which provide: all of the background reading for the workshop itself; abbreviated facilitator notes on each topic; group activity suggestions; overheads and handouts; a sample evaluation for readers to photocopy and use with workshop participants. summaries of two reading resources; a glossary; and a bibliography listing resources for materials and 36 texts and articles. (NB)

ED 366 872

CG 025 218

Draper, Lori; And Others

Elder Abuse Prevention Project - Phase I. Literature Summary.

PUB DATE- Sep 91

NOTE- 28p.; For related documents, see CG 025 217-220.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Elder Abuse; Foreign Countries; \*Frail Elderly;

\*Older Adults; \*Violence; Well Being

IDENTIFIERS- Canada

This document summarizes information on elder abuse collected from various sources in Canada and the United States. It is noted that document entries are often representative of more than one source, and have been selected as each adds something new and valuable to the overall research on elder abuse. An attempt has been made to choose information relevant to the Canadian situation and more specifically, to the prairies. It is further noted that some of the points of information seem contradictory, a fact that reflects differences in research methods and results. Readers are cautioned to consider the age and type of the study. Each entry in the summary is credited to the original author and includes the year published. To help readers locate publications cited in the summary, a list of elder abuse print and non-print materials held by the Seniors' Education Centre at the University of Regina (Saskatchewan, Canada) is included. Information is cited under these headings: The Problem; Definitions; Statistics and Predictors; Risk Factors; Profile of the Victim; Detection; The Abuser; Prevention; Intervention and Treatment; Legislation; and Research Problems. (NB)

ED 366 873

CG 025 219

Report on Focus on Elder Abuse Workshop (Regina, Saskatchewan, May 31-June 1, 1989).

PUB DATE- 89

NOTE- 55p.; For related documents, see CG 025 217-220.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.



Hinkle, J. Scott

Psychodiagnosis for Counselors: The DSM-IV.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Apr 94

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)

DESCRIPTORS- Classification; \*Counselor Training; \*Educational  
Diagnosis; \*Evaluation Criteria; Evaluation Methods; Higher  
Education; Labeling (of Persons); \*Mental Disorders;  
\*Psychological Evaluation

IDENTIFIERS- \*Diagnostic Statistical Manual of Mental Disorders;  
ERIC Digests

This digest notes that there has been an increase in the number of graduate community mental health counseling programs requiring course work in abnormal behavior, psychopathology, and psychodiagnosis and that, as a result of this increase, utilization of the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) also has been dramatically increased in counselor education training. Both advantages and disadvantages to using the DSM-IV within the counseling profession as well as major psychodiagnostic features of the DSM-IV are discussed. It is noted that each DSM-IV classification contains specific diagnostic criteria, the essential features and clinical information associated with the disorder, as well as differential diagnostic considerations, and includes information concerning diagnostic and associated features; culture, age, and gender characteristics; prevalence, incidence, course and complications of the disorder; familial patterns; and differential diagnosis. The 15 categories of mental disorders contained in the DSM-IV are listed and example given for each category. The five-axis multiaxial system by which DSM-IV diagnoses are coded is explained. Finally, sociocultural implications of using DSM-IV diagnoses are considered. The digest concludes that an up-to-date understanding of the DSM-IV and its implications in counseling will be imperative to the effective and ethical delivery of professional community mental health counseling services. (NB)

ED 366 891

CG 025 239

James, William W.; And Others

Program Evaluation of Growin' to Win: A Latchkey and Summer  
Program for At-Risk Youth.

SPONS. AGENCY- Office of Elementary and Secondary Education,  
Washington, DC. School Improvement Programs.

PUB DATE- Jan 94

NOTE- 36p.; For a related document, see CG 025 240.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*At Risk Persons; Elementary Education; \*Elementary  
School Students; Juvenile Gangs; \*Latchkey Children; Middle  
Schools; Program Effectiveness; \*School Community Programs;  
Self Esteem; Substance Abuse; \*Summer Programs

IDENTIFIERS- \*Growin' to Win

This document presents an evaluation of the effectiveness of the Growin' to Win Project, an after-school and summer program targeted at elementary and middle school aged youth at high

computer-assisted instruction, discovery learning, and word processing. The most important values the computer can add are immediate feedback, attentional focus, diagnosis, and a wide variety of laboratory or discovery environments. Children learn to read and write with computer assistance, and results compare favorably and sometimes above average with other reading methods. (Contains 147 references.) (RS)

ED 366 911

CS 011 588

Block, Cathy Collins; Graham, Mary  
Elementary Students as Co-Teachers and Co-Researchers: Methods of Increasing Strategic Reading Behavior.

PUB DATE- Dec 93

NOTE- 18p.; Paper presented at the Annual Meeting of the National Reading Conference (43rd, Charleston, SC, December 1-4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Cultural Background; Elementary Education; \*Elementary School Students; Instructional Innovation; Peer Teaching; Reading Achievement; \*Reading Comprehension; \*Reading Instruction; Reading Research; \*Reading Strategies

IDENTIFIERS- Reading Behavior

A study examined three issues concerning reading comprehension: amount of instruction in comprehension strategies; cultural backgrounds of students; and transfer and self-initiated automaticity. Two methods of creating transfer--students either taught a strategy they had learned to younger classmates, or created their own strategic lessons and thinking guides--were also examined. Subjects, 224 third- through sixth-grade students from 13 heterogeneously grouped classrooms in 9 schools in the Eastern and Southwestern United States, were taught by 13 volunteer teachers using scripted lesson plans. Each teacher selected the types of strategies he/she would teach, and spent 6 hours of instructional time on each strategy lesson. Each lesson had two sections: the first section presented the strategic objective and dispelled misconceptions about the strategy; and the second section allowed students to select something to read, set their own objectives, and plan a demonstration of what they learned. Students completed pre- and post-treatment questionnaires. Results indicated that: (1) strategy instruction effectively enabled students from all ethnic and ability levels to learn the strategies; (2) while significant differences existed among cultural groups in the types of instruction they value, most students in all ethnic groups chose teacher direction above thinking guides or choice of activities as the most useful aspect of strategy instruction; and (3) students who taught others produced more transfer of instruction than peers who worked as a class to design a new strategy lesson. Findings suggest that literacy programs should include more strategic instruction for all students. (Contains 20 references.) (RS)

ED 366 912

CS 011 589

Donoghue, Mildred R.  
Introducing the Teachers as Readers (TAR) Project: An Elementary Perspective.

PUB DATE- 94

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

DESCRIPTORS- Censorship; \*Computer Assisted Instruction; Computers; \*Critical Reading; Definitions; \*English Instruction; \*Hypermedia; Information Systems; \*Literacy; \*Online Systems; Reader Text Relationship; Text Structure  
IDENTIFIERS- Educational Issues; Knowledge Acquisition; Literary Canon; Professional Concerns; \*Technology Integration

Revealing something of the vast changes in intellectual life that are likely to follow the rapid expansion in the power and availability of computers, the essays in this book represent a serious effort to redefine the parameters of literacy debates of the 1980s. Discussions at the end of each of the five sections of the book represent an attempt to recapture the gist of the official sessions of the Sixteenth Annual University of Alabama Symposium on English and American Literature, where the essays were originally presented in 1989. Essays in the book discuss computers and new forms of texts, new forms of teaching of English, new forms of critical thought, new forms of administrative control, and new forms of knowledge. Essays are: "First Thoughts (Myron C. Tuman); "Literature in the Electronic Writing Space" (Jay David Bolter); "Opening Hypertext: A Memoir" (Theodor Holm Nelson); "Hypertext, Metatext, and the Electronic Canon" (George P. Landow); "'Dominion Everywhere': Computers as Cultural Artifacts" (Helen J. Schwartz); "Looking Out: The Impact of Computers on the Lives of Professionals" (Stanley Aronowitz); "Grammatology (in the Stacks) of Hypermedia: A Simulation" (Gregory L. Ulmer); "The Electronic Panopticon: Censorship, Control, and Indoctrination in a Post-Typographic Culture" (Eugene F. Provenzo, Jr.); "Naturalizing the Computer: English Online" (Victor Raskin); "Digital Rhetoric: Theory, Practice, and Property" (Richard A. Lanham); "How We Knew, How We Know, How We Will Know" (Pamela McCorduck); and "Final Thoughts" (Myron C. Tuman). (RS)

ED 366 934

CS 011 613

Freebody, Peter, Ed.; Welch, Anthony R., Ed.  
Knowledge, Culture, and Power: International Perspectives on  
Literacy as Policy and Practice.

PUB DATE- 93

NOTE- 252p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Basic Writing; Case Studies; Cross Cultural Studies; \*Cultural Context; Elementary Secondary Education; Foreign Countries; \*Global Approach; Higher Education; \*Literacy; Political Issues; Power Structure

IDENTIFIERS- Australia; India; Nicaragua; Papua New Guinea; Singapore

Of interest to students of literacy, education, planning, and policy studies and cross-cultural analysis, this book examines the cultural and political dynamics underlying literacy. Case studies focusing on the historical role of literacy and the maintenance or suppression of marginal groups are complemented in the book by reports of data on access to literacy competence for various sub-national minority groups. Issues discussed in the book are framed by close attention to educational, policy, popular, or media accounts of literacy. Chapters in the book are: (1) "Introduction: Explanations of the Current International 'Literacy Crises'" (Anthony R. Welch and Peter Freebody); (2) "Literacy Strategies: A View from the International Literacy Year Secretariat of UNESCO" (Leslie J. Limage); (3) "The Pen and the Sword: Literacy, Education and the Revolution in Kurdistan" (Amir Hassanpour); (4) "Aboriginal

instruction and teacher expectations were directly related to the opportunities that students had to develop their written language abilities; and (3) in 2 years even students who started at zero English reached the point where they could carry out speech acts in writing; and (4) growth took place slowly and in small steps. (Numerous student writing samples are included; assessment questionnaires and procedures used for assessing English language proficiency are attached.) (RS)

ED 366 953

CS 214 199

Wong, Sau-ling; Zou, John

The Writing of Non-English Background Students--Part 2: The Study of the Chinese-Background Students. Final Report.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 93

NOTE- 143p.; For part 1 of this study (dealing with Latino students), see CS 214 198.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Achievement Gains; Case Studies; Chinese Americans; \*Educational Background; \*English (Second Language); Junior High Schools; Junior High School Students; Language Proficiency; \*Limited English Speaking; Non English Speaking; \*Second Language Learning; \*Writing Achievement; \*Writing Improvement; Writing Instruction; Writing Research  
IDENTIFIERS- California (San Francisco Bay Area); \*Chinese Speaking; Writing Development

A study investigated the writing of incipient bilinguals (students who were in the initial process of acquiring a second language). A total of four Chinese-speaking children were chosen for final, in-depth study over a 2-year period at a middle school in the San Francisco Bay Area in California. Data included initial interviews and observations, assessments of English language proficiency, classroom and school observations, written products produced inside and outside of school, and interviews with students and school personnel. Results indicated that: (1) the students encountered problems in adjustment and language learning shared with other immigrant students, but also faced complex challenges peculiar to their own age bracket of 12- to 14-year-olds; (2) the students' native-language proficiency could be considerably more advanced than was generally recognized; (3) the English language development of the students proceeded very unevenly, contradicting the widespread notion that English development proceeds in a listening-speaking-reading-writing sequence; (4) students' writing products showed that considerable problems with English morphology and syntax coexisted with highly developed organizational and cognitive skills; (5) writing instruction based on audiolingual-type assumptions about the nature of language learning had an inhibitory if not retarding effect on some students' writing; (6) extremely high motivation to learn English coexisted with high motivation to associate with fellow Chinese speakers; and (7) at the end of two years, all students made some progress, but all were far from exhibiting native-like control of English. (Fourteen figures of students' writing and drawings are included.) (RS)

ED 366 954

CS 214 200

Smagorinsky, Peter

Constructing Meaning in the Disciplines: Reconceptualizing

Spiegel, Lisa A.; Richardson, Maurine  
Children's and Adolescent Literature from the Pacific Rim.  
PUB DATE- 94  
NOTE- 28p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reference Materials - Bibliographies  
(131), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*Adolescent Literature; \*Childrens Literature;  
\*Cultural Awareness; Cultural Context; Cultural Images;  
Elementary Secondary Education; Foreign Countries; \*Reading  
Material Selection; Stereotypes

IDENTIFIERS- \*Pacific Rim; \*Trade Books

Noting that literature written for children and adolescents can help students gain an understanding of the Pacific Rim area and its people, this paper presents advice on selecting appropriate literature, a children's literature bibliography, and an adolescent literature bibliography. The paper notes that to select appropriate literature, a teacher should consider the general accuracy of the story line, lack of stereotypes, use of appropriate language rather than derogatory slang, accurate perspective of the author, and story line and illustrations current in fact and interpretation with children's and adolescent literature. The approximately 700-item bibliography of children's literature that comprises appendix A of the paper has two perspectives: a compilation of authors from the Pacific Rim, and lists of coauthors from the Pacific Rim and other countries who have written books about the region. The approximately 225-item adolescent literature bibliography presented in appendix B lists books with themes or characters from the Pacific Rim area. (RS)

ED 366 974 CS 214 225

LaRoche, Kelli Morrison

A focus on Using Prewriting and Knowledge Level Strategies and Skills To Improve the Attitudes and Writing Skills of Middle School Students.

PUB DATE- Dec 93

NOTE- 62p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Grade 8; Instructional Effectiveness; Journalism;  
Junior High Schools; Knowledge Level; Middle Schools;  
\*Prewriting; Skill Development; \*Writing Achievement; Writing  
Attitudes; Writing Improvement; Writing Research; \*Writing  
Skills; \*Writing Strategies

IDENTIFIERS- \*Middle School Students

A practicum was developed to address deficiencies in students' writing skills. The program goals were to assess the students' abilities to use prewriting strategies, to use supportive elements in writing, and to evaluate students' progress using pre- and post-attitude surveys and writing samples. The target group was 20 eighth-grade journalism students with mixed socio-economic backgrounds. During the 12-week implementation period, journalistic skills geared towards producing an issue of the school newspaper were the focal point of the students' writing efforts. Students worked individually and in small groups to complete activities which focused on writing skills at the prewriting stage. Evaluation of the effectiveness of the

Dvorak, Jack; And Others

Journalism Kids Do Better: What Research Tells Us about High School Journalism.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 476p.; Published with EDINFO Press.

LANGUAGE- English

EDRS Price- MF01/PC20 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Annotated Bibliographies; \*Court Litigation; \*Freedom of Speech; High Schools; \*Journalism Education; Literature Reviews; School Newspapers; Student Development; Student Publications; Teacher Role; Writing for Publication

IDENTIFIERS- \*Hazelwood School District v Kuhlmeier; \*Journalism Research; Scholastic Journalism

Designed for and by high school journalism educators, this book provides practical information for secondary school teachers and media advisers so that they can solve the problems they confront daily and learn and grow in their jobs. Chapters in the book are: (1) What Are We Doing Here, Anyway?; (2) Grades, ACT Tests, Attitudes, and Involvement; (3) Advanced Placement; (4) Journalism Programs Involve Almost a Million Kids and Teachers; (5) Teachers Make It Work, But How? Certification, Satisfaction, Professional Life; (6) Who Pays the Piper? Sources of Newspaper Budgets; (7) Who Calls the Tune? Linking Budget Sources and Free Expression; (8) The Rugged Road to Scholastic Press Freedom; (9) "Hazelwood": The Supreme Court Sets Up a Detour; (10) Scholastic Press Freedom in the '90s: How Advisers and Students Are Coping with "Hazelwood"; and "Concluding Thoughts: We Don't Just Make It Up as We Go Along." An 80-page bibliography classified by subject and arranged in reverse chronological order is attached. Entries in the bibliography present ERIC accession numbers and annotations where available. (RS)

ED 366 996

CS 508 449

McClish, Glen

Teaching Gender Issues through Literature.

PUB DATE- Nov 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; \*Interpersonal Communication; Literary Criticism; \*Literary Devices; Rape; \*Sex Differences; Speech Communication; United States Literature

IDENTIFIERS- \*Communication Patterns; Gender Issues; Hemingway (Ernest); \*Male Female Relationship; Text Factors; Wilder (Thornton)

The issues of empiricism and theory-building can be used in practical terms to discuss how literary texts can be used to elucidate gender issues in the classroom. For instance, two

nonverbal communicator is held in high esteem. Extensive previous research on Japanese indicates how Japanese culture plays an important role in shaping nonverbal communication activities. The Japanese sense of Confucian-based collectivism exerts a large influence on their communication patterns. The quest for social harmony profoundly informs communicative actions. Japanese nonverbal codes can be classified under nine specific groupings: body language (kinesics); eye behavior and facial expressions; proxemic behavior; touch (haptics); appearance; space and time; smell (olfactics); vocalics (paralanguage); and silence. Much research has studied these individual classifications, showing that nonverbal language behavior is intrinsic in Japanese society to an extent far surpassing its use in Western cultures. The effects of social evolution and the inherent difficulties of the Japanese language necessitate continued study of this expanding field of research. (Contains 80 references.) (HB)

ED 367 015

CS 508 471

Stephenson, Tracy; Walsh-Childers, Kim  
Missed Opportunities: Coverage of Magic Johnson and AIDS in  
Magazines Popular with Teenagers.

PUB DATE- May 93

NOTE- 29p.; Paper presented at the Annual Meeting of the  
International Communication Association (43rd, Washington, DC,  
May 27-31, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; \*Adolescents;  
Communication Research; Content Analysis; \*Health Education;  
Information Sources; \*Mass Media Role; Media Research;  
\*Periodicals

IDENTIFIERS- Health Communication; Johnson (Magic); \*Media  
Coverage; \*Popular Magazines

Magazines are popular information sources for teens and already  
may have played a significant role in educating teenagers about  
AIDS. Many AIDS activists and health educators believed  
coverage of Magic Johnson's November 1991 announcement that he  
had contracted AIDS through heterosexual sex might help to  
convince teenagers about their AIDS risk. A content analysis  
was conducted of coverage of Johnson's disclosure and of AIDS  
in general in 43 magazine articles published in the December  
1991 and January and February 1992 issues of magazines  
(including "Sports Illustrated," "The Sporting News" and "Jet")  
popular with teenage readers. The analysis showed that few  
articles included comprehensive information about AIDS. Few  
articles stressed that teenagers are at risk of contracting HIV  
or provided practical information, such as how to negotiate  
condom use with a partner, that might help sexually active  
teenagers reduce their risks of contracting the disease. (One  
table of data is included. Contains 41 references.) (Author/RS)

ED 367 016

CS 508 473

Tukey, David B.  
A Critique of Scott's "On Viewing Rhetoric as Epistemic":  
Philosophical Problems and Rhetorical Prospects.

PUB DATE- 19 Nov 93

NOTE- 81p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Adult Students; Educational Change; Higher  
Education; Individual Differences; Marketing; \*Nontraditional  
Students; Special Needs Students; \*Student Recruitment  
IDENTIFIERS- Communication Strategies; \*Institutional  
Responsiveness

Many colleges and universities lack a comprehensive, fully integrated marketing plan to combat high attrition rates in programs offered to non-traditional students. A clear understanding of the needs of the marketplace is crucial to an effective marketing program. Research suggests that life transitions are what motivate adults to pursue education, that some non-traditional students report holding false expectations about college, and that non-traditional students decide to return to college and decide on a particular college at the same time. Barriers to success of nontraditional students include: sex and age quotas; financial aid practices; regulations; deficiencies in curriculum planning; and faculty and staff attitudes. Direct, specific recruitment seems to meet the needs of a population in search of retraining and may help universities face the realities of a stable or decreasing traditional population pool. Institutions can be placed in one of three stages: (1) laissez-faire (characterized by removal of barriers or constraints on adults); (2) separatist (adults given separate specially developed programs); and (3) equity (active recruitment of adult learners, a fully integrated curriculum, and services available evenings and weekends). A realistic awareness of the diversity of non-traditional students and what it means for the quality of the institution and the traditional student body is essential for marketing success. Educational institutions must learn to serve the students they now have and could have, not continue in ways that served those students they once had. (RS)

ED 367 035

CS 508 493

Woodyard, Jeffrey Lynn

Forever Claiming Our Space(s): African American Communication Studies and the Repertoires of African American Popular Culture.  
PUB DATE- 20 Nov 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Black Culture; \*Blacks; Black Studies;

\*Communication Research; Higher Education; \*Popular Culture

IDENTIFIERS- \*African Americans; Afrocentrism; Communication  
Context

The works of over 75 communication scholars have consistently traced the markers of communication in African American life. There exists a complex and varied corpus that is necessarily interdisciplinary and multifarious in perspectives and context. The space(s) is theirs to define and, perhaps, to claim. Such studies may reward scholars most when they are nuanced with the kind of historical consciousness that gives way to analytical narratives and allows reflection on the moral accountabilities which telling such stories often produces. A nuanced historical narrative constructs African American life while remembering that both the past and the present are composites of equivocality, dubiety, ambiguity. The principal issue regarding



introduction, follow Charles M. Reigeluth's introductory chapter, "Introduction: The Imperative for Systemic Change." Section 1 describes some theoretical frameworks for understanding the "big ideas" of system design. It includes: (1) "State Systems of Education and Systemic Change" (C. L. Hutchins); (2) "Designing Educational Systems: Creating Our Future in a Changing World" (Bela H. Banathy); (3) "Evaluating an Educational System Systematically" (C. Lynn Jenks); and (4) "Educational Reform: Top-Down or Bottom-Up?" (Robert M. Morgan). The second section describes models based on these educational theories. Chapters include: (5) "To Start a School: NASBC as a Catalyst for Systemic Change" (C. Reid Rundell); (6) "Envisioning a New System of Education" (Charles M. Reigeluth and Robert J. Garfinkle); (7) "Putting Technology to Work for School Reform" (Allan Collins, Donald Morrison, and Denis Neuman); (8) "Do Charter Schools Offer Real Promise or False Hope?" (Scott Williams); and (9) "What Can We Learn from Corporate Education About Systemic Change?" (Jack E. Bowsher). Section 3 deconstructs the models by examining the following subsystems--finance, state policies, school boards, and student assessment. Chapters include: (10) "School Finance in a Transformed Education System" (Chris Phipps); (11) "State Policy and Systemic School Reform" (Marshall S. Smith, Jennifer O'Day, and Susan W. Fuhrman); (12) "You're Not Likely to Get There from Here" (Irene M. Brock); and (13) "Measuring Up: Student Assessment and Systemic Change" (Ruth Mitchell). In section 4, practitioners reflect on their experiences with real students and schools. Chapters include: (14) "Integration of Social Services in Education: A Process of Development" (James M. Caccamo and Diane F. Levitt); (15) "Toward a Common Vision: The Change Process in Practice" (Nancy A. S. Miller); and (16) "Expanding the Sphere: The Importance of Effective Communications in Change" (Lee Wiggam). References and an index are included. (LMI)

ED 367 056

EA 025 637

Sashkin, Marshall, Ed.; Walberg, Herbert J., Ed.  
Educational Leadership and School Culture.

PUB DATE- 93

NOTE- 195p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Administrator Effectiveness; \*Administrators;

\*Culture; \*Educational Environment; Elementary Secondary

Education; \*Leadership; Leadership Training

IDENTIFIERS- \*School Culture

Leadership has long been a topic of discussion among school administrators. Stronger and more effective leadership is needed both in the school building and at the school district level. Researchers have only recently begun to explore school culture, leadership, and the interaction of the two. This book covers three topics: school culture, leadership, and leadership and culture. The 10 chapters and their authors are: (1) "The Culture of Schools" (Terrence E. Deal); (2) "Bureaucratic and Cultural Linkages: Implications for the Principal" (William A. Firestone and Bruce L. Wilson); (3) "Transforming School Culture" (Martin Maehr and Rachel Buck); (4) "New Sources of Leadership Authority" (Thomas J. Sergiovanni); (5) "The Visionary Principal: School Leadership for the Next Century" (Marshall Sashkin); (6) "Strategies for Building School Cultures: Principals as Symbolic Leaders" (Terrence E. Deal and Kent D. Peterson); (7) "Principals and Their School Cultures:

Personnel Needs; School Demography; \*Special Education;  
\*Student Characteristics; \*Student Placement; Teacher Supply  
and Demand; Trend Analysis

This journal supplement provides graphs, tables, and narrative to summarize the current status of special education in the United States. The information is based on data from the following sources: "The 15th Annual Report to the Congress on the Implementation of the Individuals with Disabilities Education Act"; "The 1990 Elementary and Secondary School Civil Rights Survey"; "The National Longitudinal Transition Study of Special Education Students"; and "Patterns in Special Education Delivery and Cost." Information presented includes: number of students with disabilities receiving special education services by age; disabilities of students receiving special education as a percentage of all students; percentage of students receiving special education services; demographic differences between secondary youth with disabilities and the general population; special education students in the school building and other sites; special education students served in the general classroom and other service modalities; special education teachers employed and needed; personnel other than special education teachers employed and needed; school completion and school leaving; expenditures on special education; factors influencing completing or dropping out; what happens after school; and projected 1990 racial/ethnic breakdown of students receiving special education by category. (DB)

ED 367 077

EC 302 778

Schrag, Judy; Burnette, Jane  
Inclusive Schools.

PUB DATE- 94

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070); Collected Works - Serials (022)

DESCRIPTORS- Classroom Techniques; Curriculum Development;  
\*Disabilities; \*Educational Philosophy; Elementary Secondary  
Education; \*Institutional Characteristics; Mainstreaming;  
Regular and Special Education Relationship; \*Social  
Integration; Student Evaluation

IDENTIFIERS- \*Diversity (Student); \*Inclusive Schools

This review of five recent (1992 and 1993) books and journal articles is intended to illuminate characteristics of inclusive schools. The review defines inclusion as more than merely regular class placement for students with disabilities, to include a philosophy which celebrates diversity and the provision of a continuum of educational options. The following publications are reviewed: "Curriculum Considerations in Inclusive Classrooms" (Susan Stainback and William Stainback); "Inclusive Practices Transform Special Education in the 1990s" (Richard Schattman and Jeff Benay); "Helping Teachers Manage the Inclusive Classroom" (Barbara Ayres and Luanna H. Meyer); "Co-Teaching: An Overview of the Past, a Glimpse at the Present, and Considerations for the Future" (Marilyn Friend, Monica Reisling, and Lynne Cook); and "Co-Assessment of Special Learners: A Call for Special and General Education To Unite" (Joyce S. Choate). (DB)

ED 367 078

EC 302 779

Arceneaux, Marcia C.

"Inclusion Evolution": A Teacher's Perspective. Secondary Level.

Sparks, Elizabeth E.

When Giftedness Puts the Child at Risk: Being-at-Risk as a Way of Dwelling in Possibilities for Giftedness.

PUB DATE- Jun 93

NOTE- 31p.; Paper presented at the Learned Societies Conference, Canadian Society for the Study of Education (Ottawa, Ontario, Canada, June 10-13, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*At Risk Persons; \*Educational Philosophy; Educational Psychology; Elementary Secondary Education; \*Gifted; \*Hermeneutics; Student Attitudes; \*Student Development; Teacher Effectiveness; \*Underachievement

This paper notes that gifted education has been dominated by psychology and proposes, in contrast, to de-psychologize the concept of "giftedness-at-risk" with an alternative model which sees ontological giftedness, becoming the best one can be, as not the property of an elite few but a permanent positive human possibility for all. Hermeneutics is applied to the problem of the gifted underachiever, seen as the paradigm of giftedness-at-risk. The concept of "at risk" is seen to have its origins in ideas of insurance, resulting in technical educational efforts to reduce risk factors and descriptions of gifted students in terms of dehumanized qualities such as IQ scores and discrepancy data. Being "at risk" is redefined to include not only increased vulnerability but also increased access to new possibilities for human fulfillment. A dialogue with one underachieving gifted adolescent illustrates the importance of trust and disclosure for the pedagogical relationship as well as the need for teachers to be enthusiastically engaged with both the curriculum and students. (Contains 33 references.) (DB)

ED 367 099

EC 302 801

Sparks, Elizabeth E.

A Paradigm Shift from Giftedness-as-Potential to Giftedness-as-Possibility.

PUB DATE- Sep 93

NOTE- 34p.; Paper presented at the Annual Conference of the Society for the Advancement of Gifted Education (4th, Edmonton, Alberta, Canada, September 23-24, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Definitions; \*Educational Philosophy; Elementary Secondary Education; \*Gifted; \*Hermeneutics; \*Individual Development; Language Arts; \*Student Development

This hermeneutic, or interpretive, inquiry questions the historical cultural roots of the assumption that giftedness is defined in terms of essential properties that identify a select few children. It proposes, instead, a gifted way of life that is constituted by possibilities and is open to all persons. The hermeneutic paradigm of textual interpretation (in which the whole must be understood in terms of the parts and vice versa) is applied to a conversation with a 12-year-old gifted student interacting with an advanced text. Four possibilities for ontological giftedness are discussed: imagination, confusion, ignorance, and fusion of horizons. The familiar concepts of giftedness as high potential and gifted children as a

integrates preschool children with disabilities in group experiences with nondisabled children on a systematic basis. The number of children with disabilities served by Head Start programs increased from 67,598 in 1989 to 69,267 in 1990. Head Start programs were unable to enroll 3,673 potentially eligible children with disabilities because of age requirements or lack of vacancies. Special education or related services provided by Head Start staff include individualized teaching, speech therapy and language stimulation, and transportation. Special services provided by other agencies include medical and psychological diagnosis, evaluation or testing, special therapy and language stimulation, and medical treatment. Appendixes contain guidelines on diagnostic criteria, a list of participants in the Resource Access Project Network, and tables showing numbers of children with disabilities in Head Start by state. (JDD)

ED 367 118

EC 302 829

Yourgee, Barbara, Comp.; DeClue, Linda, Comp.  
Principal Leadership.

PUB DATE- 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Administrator Role; \*Disabilities; Educational Methods; Elementary Secondary Education; \*Instructional Leadership; Legal Responsibility; \*Mainstreaming; Parent School Relationship; \*Principals; Program Administration; \*Regular and Special Education Relationship; School Administration; Student Behavior; Student Placement

IDENTIFIERS- \*Inclusive Schools

This issue of a quarterly publication for school principals discusses the role of principals in providing inclusive education for all students, including those with disabilities. It offers practical information on the following topics: goals in meeting the needs of special education students; effective principal behaviors in leading special education; methods of encouraging acceptance of special education students by their peers; methods of incorporating special education into the school-centered decision making model; ways to improve attendance of special education students; how principals can facilitate cooperation between regular and special education; determining what classroom techniques are effective with mainstreamed students; what behavior management strategies to use with students who have emotional disabilities; ways to help parents accept their child's special education placement; involving parents in their child's schooling; support services available for parents; improving the effectiveness of general education teachers with special education students; the appropriateness of community-based instruction; determination of the least restrictive environment; legal implications of mainstreaming for general education staff; the use of finite resources to satisfy an infinite number of special education needs; differences between integration, mainstreaming, and inclusion; a rationale for identifying students for special education and then including them in regular education classrooms; and the need for staff development. (JDD)

ED 367 119

EC 302 830

Verdoodt (1977) who reported on a similar case. It is concluded that while most of the debate revolves around issues of linguistic efficiency, the Accord and its proponents are primarily concerned with political and diplomatic efficiency. (Author)

ED 367 138

FL 021 782

Murau, Andrea M.  
Shared Writing: Students' Perceptions and Attitudes of Peer Review.

PUB DATE- 93

NOTE- 10p.; For complete volume in which this paper appears, see FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*English (Second Language); \*Peer Evaluation; Questionnaires; Second Language Instruction; \*Student Attitudes; \*Writing (Composition); \*Writing Apprehension

The purpose of this study is to consider the effect of the peer review process on writing anxiety. Does peer review foster a feeling of equality between the writer and reader and thereby reduce the writer's apprehension, or does it actually have the reverse effect--increasing anxiety due to the tension created by showing a paper to someone other than the teacher? The questionnaire used to gather data on student attitudes is appended. (Author/AB)

ED 367 139

FL 021 783

Skilton, Ellen; Meyer, Thomas  
"So What Are You Talking About?": The Importance of Student Questions in the ESL Classroom.

PUB DATE- 93

NOTE- 20p.; For complete volume in which this paper appears, see FL 021 777.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Journal Articles (080)

DESCRIPTORS- Adult Students; Class Activities; \*Classroom Communication; Classroom Research; Discourse Analysis; \*English (Second Language); Language Proficiency; Language Research; \*Second Language Instruction; Sex Differences; Student Participation; Task Analysis

IDENTIFIERS- \*Questions

Although recent classroom research on second language acquisition has begun to focus on student discourse, there are still few studies which examine student questions and their influence in the classroom. Based on multiple observations of four classrooms in an intensive English program, the researchers investigate the factors that work together to shape question/response behavior among adult English-as-a-Second-Language (ESL) learners. The coding and analysis of question types shows that in addition to sex, nationality, and proficiency, participation structures and task types greatly influence the quantity and range of communication in the classroom. (Author)

ED 367 140

FL 021 810

Wolf-Manfre, Eva

encourages exploitation of information technology, and provides less highly structured learning objectives. The curriculum is organized around themes supported by meaningful activities through which language skills can be integrated. It was first tested to determine how teachers responded to and used it, and to gain feedback about problems encountered in implementation. The draft syllabus was implemented in a stratified random sampling of 12 schools (six primary and six secondary), with assistance of specialists, and teachers completed a survey about their opinions of the draft syllabus as a document, planning an integrated sequence of lessons based on it, implementation of the lessons, and teacher training and materials development needs. Most teachers responded positively, finding the materials understandable, well-organized, and more interesting and productive in the classroom. Data on questionnaire responses are appended. (MSE)

ED 367 160

FL 021 882

Sawyer, Mark

EAP Program Evaluation in an Asian Context: A Case from Japan.

PUB DATE- 91

NOTE- 14p.; In: Anivan, Sarinee, Ed. Issues in Language Programme

Evaluation in the 1990's. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*College Second Language Programs; Data Collection;  
English (Second Language); \*English for Academic Purposes;  
Foreign Countries; Higher Education; \*Program Evaluation;  
Second Language Instruction

IDENTIFIERS- International University of Japan; \*Japan

This report discusses the evaluation of the academic English language program at the International University of Japan (IUJ), focusing on some common evaluation problems and approaches taken at IUJ to solving them and drawing on recent theory. The first of these techniques is a systematic approach to program data collection using varied kinds of information: qualitative and quantitative, formal and informal, and information that is both directly and indirectly relevant. Sources of information include test scores, student feedback, language teachers, program and university records, academic faculty, administrators, alumni, sponsors, and other programs. The second technique is a dual focus on evaluation process and product. Efforts are made to maximize the time, expertise, and motivation of participants and to produce an annual program report useful to both program staff and outsiders. The third technique involves viewing the program from two additional perspectives: (1) having a role as part of a larger "ecosystem," and (2) making decisions by balancing each option with the direct or indirect costs of an alternative. These techniques have been found useful at IUJ for reducing the problems inherent in program evaluation. (MSE)

ED 367 161

FL 021 883

Sadtono, Eugenius, Ed.

Language Acquisition and the Second/Foreign Language Classroom.  
Anthology Series 28.

PUB DATE- 91

NOTE- 225p.; Selected papers from the Southeast Asian Ministers  
of Education Organization (SEAMEO) Regional Language Centre

Sukamolson, Suphat  
English Teaching Methods: What Worked, What Did Not Work, and  
What Seemed To Work.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Gains; \*Classroom Techniques;  
Comparative Analysis; Elementary Secondary Education; \*English  
(Second Language); Foreign Countries; \*Instructional  
Effectiveness; \*Instructional Materials; \*Language Skills;  
Listening Skills; Reading Instruction; Second Language  
Instruction; Skill Development; Speech Skills; Teaching  
Methods; Writing Instruction

IDENTIFIERS- Thailand

Based on a review of 335 research studies conducted in 1972-1987, the effectiveness of various methods, approaches, and techniques for teaching English as a Second Language in Thailand is analyzed. The information is presented in three sections: methods that worked; methods that did not work; and methods that appeared to work. In each section, the methods, approaches, and techniques are listed according to the skill area they target (listening, speaking, reading, or writing), with information given for each about the level(s) at which they were studied, learner achievement gains, and the study cited. A brief analysis is then provided for each skill area. It is concluded that the methods and approaches found to work consistently are based on the concepts and philosophy of programmed instruction, schema orientation, or task orientation. However, no single method, approach, or technique was found to be universally effective. (MSE)

ED 367 181

FL 021 911

Sukamolson, Suphat  
Factors Affecting the Second Year Students' Achievement in  
Learning EAP: A Path Analysis.

PUB DATE- 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Achievement Gains; \*Curriculum Design; English  
(Second Language); \*English for Academic Purposes; \*Failure;  
Foreign Countries; Higher Education; Instructional  
Effectiveness; Language Role; \*Student Characteristics;  
\*Teacher Characteristics; Teaching Experience; Undergraduate  
Students

A study investigated the possible reasons for low achievement gains in English for Academic Purposes (EAP) courses among Thai university students in their second year of EAP instruction. Second-year EAP midterm and final examination grades were compared by path analysis with a variety of student variables (sex, English language background, age, secondary school type and location, tutoring, course load, family income, educational attitudes, motivation, and study habits), teacher variables (experience in an English-speaking country, degrees held, major field of study, English teaching experience, instructional attitudes, and knowledge about and appreciation of the

This annotated bibliography is intended to help local officials, community leaders, and other interested individuals understand the ways in which volunteers can serve community organizations. Each of the individual publications/resources cited is concerned with volunteer leadership, management, training, recruitment, programs, and/or sources. The bibliography lists the following resources: 14 articles, 25 books, 13 associations, 21 education and training programs, and the 16 local offices of Support Centers of America. Information about delivery of National Agricultural Library documents to individuals and electronic mail access for interlibrary loan requests is also included. (MM)

ED 366 722

CE 065 518

Vandegrift, Judith A.; And Others

Implementing the Vocational Technological Education Model in Arizona. Status Report.

SPONS. AGENCY- Arizona State Dept. of Education, Phoenix. Div. of Vocational Technological Education.

PUB DATE- Dec 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Models; \*Program Implementation; Secondary Education; Standards; State Aid; \*State Programs; Technology Education; \*Vocational Education

IDENTIFIERS- \*Arizona

A study examined implementation of the Arizona Vocational Technological Education Curriculum Model, which outlines a comprehensive instructional framework to prepare students for higher education, on-the-job training, and the world of work. A questionnaire customized for each of Arizona's 172 schools with 1 or more state-approved vocational-technological education (VTE) programs was distributed to local vocational directors. Responses from 160 schools (a 93% return rate) indicated that 45% have a comprehensive 3-level model program in at least 1 occupational area. Ninety-two level 1 programs, 989 level 2 programs, and 679 level 3 programs were reported. The most model programs were in the business management technology cluster for level 2 (91 programs) and in trade and industry education for level 3 (269 programs). The number of state-approved programs in each area ranged from 79% in agriculture education to 42% in occupational home economics education. Only 29 of the 52 districts with a comprehensive model program have received VTE funding for implementation of the model. (Appended are the VTE model questionnaire and tables detailing state-approved VTE programs by occupational area, state-funded model sites, and the status of comprehensive VTE model program development.) (MM)

ED 366 723

CE 065 519

Rogers, Alan

The Continuing Education and Training of Agricultural Extension Staff in Namibia with Special Reference to Distance Learning: An Exercise in Participatory Curriculum Development.

SPONS. AGENCY- Ministry of Agriculture, Windhoek (Namibia).

PUB DATE- Sep 91

NOTE- 52p.; Portions contain small print. Best copy available.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.



obtaining a death certificate and presenting it to various agencies; changing vehicle, bank account, and property ownership/titles; obtaining insurance benefits; and notifying pension and veteran's agencies. Newly widowed women must also become aware of their own needs and must deal with the common emotions of the grieving process: shock (initial numbness, emotional release, loneliness); denial (depression, panic, anger, hostility, guilt, inability to return to activity); and acceptance (gradual hope and struggle to affirm reality). Other problems with which widowed women need to cope include the problems of being a single person in social networks that are often organized in couples, experiencing a drastic reduction in income, and having to make financial and investment decisions. (An annotated list of 18 print, audiovisual, and community resources is included.) (MN)

ED 366 741

CE 065 553

This Will Fix You Up: Older Women and the Wise Use of Medication. Lifecycle Learning Sheet.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Apr 93

NOTE- 9p.; Publication of Creating Prairie Cronies, the Saskatchewan older women's network. For related documents, see CE 065 550-552 and CE 065 555.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Drug Addiction; Drug Education; \*Drug Use;

\*Females; Foreign Countries; \*Individual Needs; \*Older Adults; Patient Education

IDENTIFIERS- \*Canada

The safe and effective use of medication is a concern for both older women patients and older women as caregivers. In 1989, twice as many antidepressants were prescribed for women as for men, and older women are more likely to have such drugs prescribed for them. According to studies, older women who live alone have the highest use of both prescription and over-the-counter drugs. A 1990 report on women's health stated that drug dosages are generally determined by studies of young men, whose bodies metabolize drugs differently than women's bodies do and who generally stay on medication for shorter periods than older women do. Although older people have been found to have high rates of drug dependence, the addiction problems of retired adults are often taken less seriously than are addictions in younger people. Older women must become better informed health care consumers by getting complete, easy-to-understand drug information; sharing their needs and concerns with doctors, druggists, and other caretakers; and asking health care providers to respond to problems caused by medication. (An annotated list of 14 print, audiovisual, and community resources is included.) (MN)

ED 366 742

CE 065 555

Creating Prairie Cronies, Older Women's Network Project. Final Report.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Mar 93

NOTE- 33p.; For related documents, see CE 065 550-553.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

Facilitator Manual.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC. National Workplace Literacy Program.

PUB DATE- 94

NOTE- 654p.; For related documents, see CE 065 594-596.

LANGUAGE- English

EDRS Price- MF03/PC27 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral  
Objectives; \*Communication Skills; Curriculum Guides; Inplant  
Programs; Learning Activities; Listening Skills; Phonics;  
Pretests Posttests; \*Reading Skills; Teaching Guides;  
\*Vocabulary Development; \*Word Study Skills; Writing Skills

IDENTIFIERS- \*Workplace Literacy

Employee and facilitator manuals are provided for two courses developed for a workplace literacy program: Communications on the Job I and II. Each 10-session course begins with a preassessment and ends with a postassessment. Components of each 2-hour session are objectives, informational materials, and problems or exercises. The facilitator copies include a session overview with time suggestions and the answer keys. Topics covered in the first course include the following: self-awareness and personal learning styles; successful learning strategies; vocabulary building system; phonics review--consonants; using the dictionary; vocabulary building; phonics review--vowels; process and types of reading; job-related vocabulary improvement; roots, prefixes, and suffixes; synonyms and antonyms; homophones and homographs; following instructions; drawing logical conclusions; active listening skills; how to deal with difficult communication situations; and role playing. Topics covered in the second course are as follows: process and types of reading; active and passive reading; skimming and scanning; technical vocabulary building system; homophones and homographs; previewing; job-related vocabulary improvement; prefixes and suffixes; synonyms and antonyms; identifying main ideas, topics, and details; following instructions; drawing logical conclusions; reading and writing; memos; active listening skills; and identifying codes and symbols on schematics and blueprints. (YLB)

ED 366 761

CE 065 596

Cleveland Wood Products Mathematics on the Job I-II.

SPONS. AGENCY- Office of Vocational and Adult Education (ED),  
Washington, DC. National Workplace Literacy Program.

PUB DATE- 94

NOTE- 717p.; For related documents, see CE 065 594-595.

LANGUAGE- English

EDRS Price- MF04/PC29 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher)

(052), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Basic Education; Adult Literacy; \*Arithmetic;  
Behavioral Objectives; Curriculum Guides; \*Fractions; Inplant  
Programs; Integers; Learning Activities; \*Mathematics  
Instruction; Mathematics Skills; Number Concepts; Numbers;  
\*Percentage; Pretests Posttests; Teaching Guides; \*Word  
Problems (Mathematics)

IDENTIFIERS- \*Workplace Literacy

Employee and facilitator manuals are provided for two courses

listening, and speaking skills of the office technology student. It includes a description of the rationale for the whole language approach to language instruction, a Master Lesson Plan with expected learner outcomes, the student/tutor protocol, instructions for pre- and posttests, business documents for transcription, and these evaluation instruments-- Error Frequency Chart and Value Added Survey, Parts 1 and 2. The materials are designed for use in a lab setting where a teacher or tutor can work with students individually and where students have access to tape players/recorders or dictaphone equipment. One set of materials can be completed in approximately 16 hours of lab time. Two sets of materials are included. Other contents are a description of the results of a field test of the materials and data analysis. (YLB)

ED 366 778

CE 065 625

Realtime Caption Reporting Curriculum Development--Year Two.

Final Report.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.  
Div. of Community and Technical Colleges.

PUB DATE- 93

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Articulation (Education); Associate Degrees;

Audiovisual Aids; \*Communication Aids (for Disabled);

\*Competency Based Education; \*Curriculum Development;

\*Deafness; \*Internship Programs; Material Development;

Shorthand; Two Year Colleges; Vocational Education

IDENTIFIERS- Amarillo College TX; \*Real Time Captioning

An associate degree program to train real-time caption reporters was developed at Amarillo College in Texas. The competency-based curriculum contained steno caption writer and certified court reporter options. The program featured internships at a local television station, during which students received individual hands-on training conducted by practicing real-time reporters. Efforts to publicize the program included articles in Amarillo College student publications and the local news media and live demonstrations of the captioning equipment for schools and various community groups. Five deaf students received classroom services one class per week during the spring semester of the project's first year. Articulation agreements with Amarillo business and vocational programs to facilitate high school graduates' entry into the real-time caption reporter associate degree program are now in progress, and goals and materials for the project's second year are being developed. (Attached to this final report are miscellaneous supporting data, including project summary sheets, a steno-captionist competency profile, the approved curriculum, project publicity materials, a list of advisory committee members, and advisory committee meeting notes.) (MN)

ED 366 779

CE 065 647

Soares, Magda Becker

Literacy Assessment and Its Implications for Statistical  
Measurement. Current Surveys and Research in Statistics.

PUB DATE- Mar 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

following: (1) the history of technology, science, mathematics, and their relationships; (2) basic definitions of technology, science, engineering, and mathematics; (3) technology and science compared; (4) technology and engineering compared; (5) technology and mathematics compared; (6) the symbiotic relationships between and among technology, science, engineering, and mathematics; (7) the emergence of technology as an equal partner with science and mathematics as a school subject; and (8) individual discipline subjects versus an integrated curriculum. The paper recommends that technology become a fundamental core school subject that is equal in importance with science and mathematics in the schools worldwide in order to produce students who are scientifically, mathematically, and technologically literate to be prepared for the future. (Contains 36 references.) (KC)

ED 366 796

CE 065 687

Kister, Joanna

Two Perspectives: Perkins II Accountability. OBE/Education Reform Movement.

PUB DATE- Dec 93

NOTE- 9p.; Paper presented at the Annual Conference of the American Vocational Association (Nashville, TN, December 3-7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; Competence; \*Competency Based Education; Critical Thinking; \*Educational Change; Educational Improvement; \*Educational Trends; Home Economics; Job Skills; \*Outcomes of Education; Problem Solving; Secondary Education; \*State Standards; \*Values; Values Clarification

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; \*Outcome Based Education

The Perkins Act requires states to adopt systems of outcome-based standards and measures of performance for judging the success of local vocational programs and guiding program improvement. Criteria for the design of states' systems of performance measures and standards include the following: the measures should be defined clearly and precisely; outcomes should be easily measured; a manageable number of outcome measures should be included in the accountability system; standards must be justified in terms of success in either the workplace or further education; and the information generated by the accountability system must be routinely accessible. A school focused on outcomes requires fundamental changes in teaching and learning. Many objections have been voiced to outcome-based education, especially from persons considered as members of the "religious right." These objections center especially on the outcomes having to do with values, which objectors say are the province of the families and churches. The area of home economics is especially vulnerable to such criticism because it deals with family life. Educational reformers counter that U.S. public schools designed for the 19th century are incapable of solving the problems that face the country in the 21st century. They say that schools should be reformed to stress outcome-based education. They believe that the higher-order thinking skills and occupational skills fostered by outcome-based education are essential to students' survival in the future. (KC)

policy in the 1990s should be focused on human beings. People in less-developed nations must take their political and economic fate into their own hands. The objective of personnel cooperation is to turn passive recipients of aid into active protagonists of their own development. Personnel cooperation is supplemented and supported by financial cooperation and technical cooperation. Its aim is the improved use of existing skills and knowledge of persons in developing countries. Foreign experts should be planners and managers who know how indigenous skilled staff can assume personal responsibility themselves. The exchange of development and specialized experience are essential characteristics of personnel cooperation. Dialogue on a partnership basis promotes development processes that, if they are to last, are more important than individual projects. Adult and continued training are becoming increasingly important for large sections of the working population. Skilled workers' programs are providing refugees with prospects of future commitments in their own countries. Skilled workers from developing countries who have been trained in Germany are urgently needed in their own countries. The Federal Ministry of Economic Cooperation and Development supports their return home and occupational integration with specific measures. The mandated promotion of women involves "women's projects" and empowerment projects. (YLB)

ED 366 815

CE 065 723

Work and Family: Turning Thirty--Job Mobility and Labor Market Attachment. Data from the National Longitudinal Surveys. Report 862.

PUB DATE- Dec 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Adult Education; Blacks; \*Career Change; Dropouts; \*Employment Experience; \*Employment Patterns; Females; Labor Market; \*Occupational Mobility; Persistence; \*Young Adults

The labor market experience of individuals between their 18th and 30th birthdays were analyzed. Data from the Youth cohort of the National Longitudinal Surveys showed that, between the ages of 18 and 30, a typical individual had held 7.5 jobs and had 8.6 years of work experience. This suggested that workers between these ages experienced 3.4 years of joblessness. On their 30th birthday, over 40 percent of workers had held their current job for 2 years or less, and about a quarter had been at their job more than 6 years. However, only 15 percent of individuals had spent 2 years or less in the longest job held between age 18 and 30, and about 30 percent had spent more than 6 years in the longest job. The average time spent at the longest job held between age 18 and age 30 was 5 years. Blacks and female high school dropouts tended to have the least work experience and the least job tenure by age 30. (YLB)

ED 366 816

CE 065 724

Bonner, Patricia A., Comp.

Consumer Education in the States: A Blueprint for Action.

PUB DATE- 94

NOTE- 34p.; Prepared for the "Consumer Education Policy Summit: Building Alliances for Action" (Minneapolis, MN, September 13-14, 1993) sponsored by AT&T Universal Card Services Corp., the Office of Minnesota Attorney General, and the National

The 18-month time frame presented problems in completing project activities. Most projects did not conduct the kinds of evaluations that would allow possible replicators to determine whether the project was successful. The fact that the per-unit and per-outcome costs for 19 projects tended to cluster in the same area suggested that project costs were reasonably relative to one another. Ten lessons were suggested regarding project design, implementation, and costs. (Appendixes list nine references and describe the legislation establishing the program, the projects evaluated, and the results of the mail survey. (YLB)

ED 366 834

CE 065 767

Love-Wilkes, Rebecca; Cummings, Ronda  
State of the Art Report on Statewide Student Competency Testing  
in Vocational and Technical Education, 1993-94.

SPONS. AGENCY- National Network for Curriculum Coordination in  
Vocational and Technical Education.

PUB DATE- Dec 93

NOTE- 37p.; For the 1988 report, see ED 303 642.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Competency Based Education; Minimum Competencies;  
\*Minimum Competency Testing; National Surveys; Postsecondary  
Education; Secondary Education; \*State Programs; State  
Standards; Statewide Planning; \*Testing Programs; \*Vocational  
Education

This report on competency testing in vocational and technical education is a follow-up to previous reports published in 1988 and 1990. Section 1 summarizes the data. It describes competency testing in the 13 states that currently mandate competency testing and identifies the 11 states in which voluntary testing is occurring, the 9 states either considering or currently developing competency testing systems, and the 7 states not involved in the administration or development of a competency testing system. Two maps show the states that mandate competency testing and states developing or considering a competency testing system. Section 2 provides state-by-state status reports of competency testing. The reports appear alphabetically by state. The final section is a listing of persons in each state to contact for information about that state's activities in competency testing. They are listed alphabetically by state. (YLB)

ED 366 835

CE 065 768

Shank, Jacqueline A.; McCracken, J. David  
Dropout and Completion in Adult Vocational Job Training Programs:  
A Prediction Model for the Adult Vocational Student.

PUB DATE- Dec 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American  
Vocational Association (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adult Dropouts; Adult Programs; \*Adult Vocational  
Education; Dropout Research; \*Job Training; Models;  
Nontraditional Students; \*Potential Dropouts; Prediction;  
Predictive Measurement; \*Predictor Variables; State Programs

IDENTIFIERS- Ohio

A study described the nontraditional adult students attending

more able to maintain financial stability and to grow than were smaller independent agencies. Unrestricted support was increasingly difficult to obtain, and funders were reluctant to pay for indirect or administrative overhead costs. Agencies appeared to be diversifying their income sources. Service populations of some national organizations identified as youth-serving were increasing the numbers of younger children they served. Finally, significant differences were found in the extent to which affiliates of national youth-serving organizations served adolescents in at-risk circumstances. (NB)

Ed 366 853

CG 025 124

Ertle, Vicki, Ed.

Sharing Your Success III. Summaries of Successful Programs and Strategies Supporting Drug-Free Schools and Communities. Volume III.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Sep 93

NOTE- 175p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alcohol Abuse; \*Drug Use; Elementary School Students; Elementary Secondary Education; Higher Education; \*Intervention; \*Prevention; Program Descriptions; Secondary School Students; Violence

IDENTIFIERS- \*Drug Free Schools

This idea book includes descriptions of more than 70 school- and community-based programs, projects, and special events designed to help create schools and communities free from alcohol and other drugs and violence. The descriptions of prevention and intervention efforts come from nine states (Alaska, California, Hawaii, Idaho, Montana, Nevada, Oregon, Washington, and Wyoming). Programs are grouped by categories, with each section having its own introduction. In the Table of Contents, programs are grouped first by category and then by state. The nine sections of the book focus on: (1) Peer Programs/Youth Programs; (2) Student Assistance Programs; (3) Community Partnerships; (4) Parent Programs/Family Support; (5) Comprehensive Programs/U.S. Department of Education 1992-93 Drug-Free School Recognition Program Winning Schools; (6) Institutes of Higher Education; (7) County/State Initiatives and Staff Development; (8) Curriculum; and (9) Special Events and Annual Practices. (NB)

Ed 366 854

CG 025 125

Sieber, Robert G.; Austin, Gregory

Prevention Bibliography 1992-1993: An Annotated Guide to Information on Alcohol, Tobacco, and Other Drug Use among Youth.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- Aug 93

NOTE- 93p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adolescents; \*Alcohol Abuse; Annotated Bibliographies; Children; Drinking; \*Drug Use; \*Prevention; Smoking; \*Tobacco; \*Youth Problems

This document is the third in a series of annual guides to the literature on alcohol, tobacco, and other drug use among American youth and its prevention. It is designed to assist

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Elder Abuse; Foreign Countries; \*Frail Elderly;  
\*Older Adults; \*Prevention; \*Victims of Crime; Well Being  
IDENTIFIERS- Canada

This report describes a 2-day elder abuse workshop, hosted by the Seniors' Education Centre, University Extension, University of Regina in 1989 and attended by 96 participants from across Saskatchewan, Canada. Included is the text from the keynote address by Geri McGrath, a social worker from the Psychogeriatrics Day Hospital, Seven Oaks General Hospital, Winnipeg, Manitoba. McGrath's speech provides an overview of the problem of elder abuse. A presentation by Ellen Gun, Director of Prosecution, Province of Saskatchewan, provides a detailed account of the process followed in dealing with cases of elder abuse, as dictated by the Criminal Code. A presentation by Mary Ellen Wellsch, Public Trustee for Saskatchewan, Department of Justice, explains how the proposed Dependent Adults Act could pertain to elder abuse and discusses what interventions are currently possible in terms of elder abuse. A presentation by Maurice Miron, senior consultant, Elder Abuse Prevention, Family Violence Prevention Branch, Health & Welfare Canada, Ottawa, provides an update on the national survey on elder abuse currently being conducted by the Ryerson Polytechnical Institute (Toronto, Canada). Recommendations are listed from sessions held to examine home care, human services, special care homes, and voluntary and family caregivers and seniors. A list of participants, their affiliations, addresses, and telephone numbers is appended, as are the Focus on Elder Abuse Workshop agenda, relevant workshop materials, and a list of the Elder Abuse Workshop Advisory Committee members. (NB)

ED 366 874

CG 025 220

The Elder Abuse Prevention Project, Phase Two, Three and Four.  
Final Report.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- Nov 93

NOTE- 135p.; For related documents, see CG 025 217-220.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Elder Abuse; Foreign Countries; \*Frail Elderly;  
\*Older Adults; \*Prevention; Violence; Well Being  
IDENTIFIERS- Canada

This document presents the final report from an educational and community development program designed to raise awareness about the abuse and neglect of the elderly. The Elder Abuse Prevention Project is briefly described in terms of project goals, objectives, the model used, the target groups served, and the evaluation processes employed. It is noted that specific goals of the Elder Abuse Prevention Project were to increase sensitivity and awareness of elder abuse issues and resources; help establish resource networks; develop partnerships between seniors and professionals; and help establish local helping networks for intervention and prevention. Included is an examination of the project phase activities in which the goals, target groups, timing and strategies of each phase are explained. An evaluation, as completed by the Project Advisory Group, is also included for each phase. Appendices making up the greater part of the document are used to support and elaborate on these descriptions and evaluations. A discussion of the project in



risk of substance abuse and gang involvement. Growin' to Win is an expansion of a model latchkey program piloted at two Tacoma (Washington) schools in 1990. The program provides after-school and summer activities which encourage resistance to substance use; the improvement of self-esteem; and the development of academic, social, and life skills for students; and includes counseling and case management services as well as training for students, teachers, and staff in the areas of substance abuse prevention and intervention. Schools applied for participation in the program and were selected based on criteria that included student risk factors, and the expanded program has been implemented at three middle schools and one elementary school. The evaluation reports that, across three of the four sites, positive impact on the students' self-esteem was the most recognizable effect of the program. Findings suggest that self-esteem is a very important developmental factor for latchkey children and youth as it represents an evolving, cognitive-emotional attribute that is related to self-concept, school and peer relations, emotional well-being, physical self-perception, and resistance to substance use. Findings are presented for each of the four participating schools. Relevant forms are appended. (Author/NB)

ED 366 892

CG 025 240

James, William H.

A Follow-up Report on Restructuring Schools: Reducing Alcohol and Other Drug Abuse among Adolescents through a School-Community-University Partnership Program in the Federal Way School District.

SPONS. AGENCY- Office of Elementary and Secondary Education, Washington, DC. School Improvement Programs.

PUB DATE- Sep 93

NOTE- 47p.; Prepared by the Center for the Study and Teaching of At-Risk Students (C-STARS). Appendix D will not reproduce clearly. For a related document, see CG 025 239.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adolescents; \*Alcohol Abuse; Alcohol Education; \*College School Cooperation; Drinking; \*Drug Abuse; Drug Education; Higher Education; High Schools; High School Students; Intervention; Nontraditional Education; \*Prevention; Program Effectiveness; \*School Community Programs

This document presents a follow-up report on a school-community partnership program developed and field tested by the Federal Way School District in Washington State from 1989 through 1993 and designed to focus on substance use intervention and prevention at Continuation and Contract-Based Education (CBE) High Schools. This report describes the level of substance use by at-risk alternative high school students who participated in a school-community partnership program that used a student assistance program/case management model to reduce substance use among at-risk students. This report provides 15 months of data on students, as well as an evaluation of student assistance programming, and includes the results yielded from tracking students required to complete education classes, intensive outpatient programs, residential programs, and aftercare programs. Evaluation results are presented which show lower overall combined diagnosed rates for substance abuse and chemical dependency over the course of the project. Included in this report are a project overview, summary of findings, detailed discussion of findings, case interviews, recommendations, a look at program restructuring for the 1992-

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Childrens Literature; Elementary Education;  
Lifelong Learning; \*Literature Appreciation; Program  
Descriptions; Reading Material Selection; \*Staff Development  
IDENTIFIERS- California (Orange County); Reading Motivation;  
Reading Uses; \*Teachers as Readers Project; Virginia

The Teachers as Readers (TAR) Project is a national program which helps teachers encourage children to become lifelong readers. TAR began as a pilot program in the state of Virginia in Spring 1992 as the Reading Initiative sponsored by the American Association of Publishers and the Virginia State Reading Association. The first TAR Project in Orange County, California was developed in spring 1993 in one Fullerton elementary school. The group included 10 members who met 6 times on a regularly determined schedule during 1 semester to discuss a total of 12 children's books and to keep response journals. Criteria for selection of books for TAR groups include: each original hardcover edition was reviewed and recommended in "The Horn Book Magazine"; each paperback costs less than \$10; one-half of the books are targeted for student in grade K-3, the other half in grades 4-6; and picture books are given special consideration because those published in the 1990s meet the interest levels of most students. All participants maintain response journals in which they record reactions and questions in preparation for discussion of the reading material. Readers agree that the two key factors in beginning a successful TAR group are: (1) the inclusion of the building administrator as an active participant of the group; and (2) the careful choice of a facilitator who selects books prudently and is knowledgeable in the field of newly published children's literature. (RS)

ED 366 913

CS 011 590

Savage, John F.  
Teaching Reading Using Literature.

PUB DATE- 94

NOTE- 477p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- \*Childrens Literature; Class Activities; Elementary Education; Library Role; Multicultural Education; Oral Reading; Reading Comprehension; \*Reading Instruction; \*Reading Writing Relationship; Student Evaluation; Theory Practice Relationship; Vocabulary Development; Writing Instruction

IDENTIFIERS- \*Emergent Literacy; Trade Books

Written for teachers who are moving toward a greater use of literature for reading and writing instruction, this book discusses planning and implementing a reading and writing program for pupils that uses literature as a major component in teaching children how to read. Chapters in the book contain boxed sections with practical suggestions for applying theory to practice, along with special sections that offer "food for thought" and resources such as book lists. Suggestions for in-class and field-based assignments follow each chapter. Chapters in the book are: (1) Literature and Literacy in the Elementary Classroom; (2) The World of Children's Literature; (3) Organizing and Managing a Literature-Based Program; (4) Early Literacy; (5) Word Study: Vocabulary and Learning to Read; (6) Reading Comprehension: Understanding Narrative Text; (7) Literacy across the Curriculum: Comprehending Expository Text;

Education in Northern Australia: A Case Study of Literacy Policies and Practices" (Christine Walton); (5) "Rights and Expectations in an Age of 'Debt Crisis': Literacy and Integral Human Development in Papua New Guinea" (Naihuwo Ahai and Nicholas Faraclos); (6) "Literacy and Primary Education in India" (Krishna Kumar); (7) "Adult Literacy in Nicaragua 1979-90" (Colin Lankshear); (8) "Literacy and the Dynamics of Language Planning: The Case of Singapore" (Anna Kwan-Terry and John Kwan-Terry); (9) "The Troubled Text": History and Language in American University Basic Writing Programs" (James Collins); (10) "Workplace Literacy in Australia: Competing Agenda" (Peter O'Connor); and (11) "Individualization and Domestication in Current Literacy Debates in Australia" (Peter Freebody and Anthony R. Welch). (RS)

ED 366 935

CS 011 614

Goldman, Milton E.

Using Captioned TV for Teaching Reading. FASTBACK 359.

PUB DATE- 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Copyrights; Elementary Secondary Education; English (Second Language); Lesson Plans; Mass Media Use; Reading Improvement; \*Reading Instruction; Remedial Programs; \*Television

IDENTIFIERS- \*Closed Captioned Television; Content Area Teaching; Reading Motivation

Suggesting that captioned television is a powerful motivator for teaching reading comprehension, this fastback offers a procedure for teaching with captioned television, including taping captioned programs off the air. The fastback notes that captioned television is useful in intermediate and advanced English-as-a-Second-Language (ESL) programs, students in grades 5 to 12 and adults whose reading comprehension levels are significantly below expectations for their grade or age, and remedial programs, special education, reading, or English programs for students whose tested comprehension is between fourth- and eighth-grade reading levels. The fastback provides suggestions for choosing appropriate programs and explanations of copyright and off-air recording regulations. The fastback also provides two sample lesson plans for ESL students and advice for using captioned television in the content areas. A sample captioned television study guide is attached. (RS)

ED 366 936

CS 011 615

McLain, K. Victoria Mayer; Heaston, Amy

Informal Literacy Assessment: An Organized Meld of Evaluative Information.

PUB DATE- 94

NOTE- 26p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Classroom Techniques; Elementary Education; \*Evaluation Methods; \*Informal Assessment; \*Language Arts; Portfolios (Background Materials); Reading Achievement;

Writing across the Curriculum as Composing across the Curriculum.  
 PUB DATE- Mar 94  
 NOTE- 37p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (45th, Nashville, TN, March 16-19, 1994).  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)  
 DESCRIPTORS- English Instruction; Higher Education; Language Arts; Literature Reviews; \*Nonprint Media; Secondary Education; Semiotics; Text Structure; \*Writing Across the Curriculum; \*Writing Research  
 IDENTIFIERS- Text Factors  
 To analyze the appropriateness of textual media in the construction of meaning, this paper first provides a review of the psychological research on semiotics and multiple intelligences that supports a broadened notion of text. The paper next reports on preliminary research on the construction of non-print texts in disciplines other than English/Language Arts. The paper next reviews studies on the production of non-written texts in English/Language Arts classes. The paper argues that this research, taken together, suggests that an exclusive focus on writing as a mode of learning is limiting, rather than enabling, to students in their efforts to construct meaning across the curriculum; that other composing processes are more appropriate to the construction of meaning in other disciplines; and that students would benefit from having more flexibility in the media through which they express and develop their understanding of conceptual knowledge. (Contains 38 references.) (RS)

ED 366 955 CS 214 201

Haynes, Jared  
 Designing Writing Assignments That Foster Critical Thinking: A Brief Annotated Bibliography.

PUB DATE- 93  
 NOTE- 15p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Reference Materials - Bibliographies (131)  
 DESCRIPTORS- Annotated Bibliographies; Cognitive Development; \*Critical Thinking; Higher Education; Student Evaluation; Undergraduate Students; \*Writing Assignments; Writing Evaluation; \*Writing Strategies  
 IDENTIFIERS- Sequencing Skills; \*Writing Development; \*Writing Thinking Relationship  
 This bibliography offers detailed summaries of five articles (published between 1983 and 1993) that provide practical and theoretical advice on designing writing assignments that can serve as more than just evaluation tools. The articles summarized in the bibliography confirm common sense but also dispel some common misconceptions about student writing and the effectiveness of writing assignments. The first article in the bibliography describes the cognitive development of college students and lays the groundwork for some of the assertions in the next four articles. The second article addresses the goals of good writing assignments and pinpoints strategies which ensure that students do not misread those goals. The third and fourth articles give strategies for constructing a good assignment and suggest types of assignments that foster

program included analyses of data, a comparison of the writing samples using the rubric designed by the Florida Writing Assessment program, and attitudinal surveys completed by the students. Results indicated improvements in writing skills achievement and attitudes. Three tables of data are included; the Florida Writing Assessment rubric, survey instruments, pre- and posttests, and an editorial chart are attached. Contains 17 references. (Author/RS)

ED 366 975

CS 214 226

Van Noate, Judith, Comp.

African-American Literature: Finding Biographical and Critical Sources.

PUB DATE- 94

NOTE- 25p.; For a related document, see ED 343 566.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies

(131), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Annotated Bibliographies; \*Black Literature; Blacks; Childrens Literature; Drama; Higher Education; \*Literary Criticism; Poetry; Reference Materials; Short Stories

IDENTIFIERS- \*African Americans; University of North Carolina Charlotte

This guide is intended to help library patrons of the Atkins Library (at the University of North Carolina Charlotte) find sources of criticism on African-American literature. The guide explains important reference sources in the reference collection of the library and how to find biographical and critical information in books and periodicals. The guide presents brief descriptions and the call numbers for 71 items in the collection. The guide is divided into the following sections: general references works, books, individual bibliographies, bibliographies on more than one author, short stories, poetry, drama, book reviews, children's literature, and periodical indexes. (RS)

ED 366 976

CS 214 227

Authentic Writing & Literature Instruction.

PUB DATE- May 91

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Academic Achievement; \*Classroom Research; Cultural Literacy; English Instruction; \*Literature Appreciation; Secondary Education; \*Student Evaluation; \*Writing Evaluation; \*Writing Instruction

IDENTIFIERS- \*Authentic Assessment; Educational Issues; Teacher Researcher Relationship

Reflecting some of the emerging issues sustaining debate in secondary school literature instruction and writing instruction, this newsletter presents articles that discuss the impact of E. D. Hirsch's book "Cultural Literacy," "authentic discourse," and collaborative classroom research. Articles in the newsletter are: "Rethinking Literature" (Anne Turnbaugh Lockwood); "Beyond Filling in the Blanks" (Martin Nystrand); and "Two Teachers Talk" (Anne Trunbaugh Lockwood). A one-page commentary called "Reconsidering the Classroom's Role," by Kent

literary texts written early in this century--Thornton Wilder's "Our Town" and Ernest Hemingway's short story "Up in Michigan"--can illustrate important principles of communication and gender. When, in Act II of "Our Town," Emily decides to "tell the truth and shame the devil," she communicates her perceptions of George by using something like a "clear message format" popularized in interpersonal communication textbooks. George's attempt to establish honest, open communication about their relationship counters current wisdom expressed by Deborah Tannen and Carol Gilligan about male and female patterns of communication. Likewise, Liz's verbal statements in "Up in Michigan" lead students to ask "Was Liz raped?" Does Liz's "no" really mean "yes?" Does she protest verbally simply to maintain some semblance of Victorian feminine decorum in the face of overwhelming sexual desire? This story embodies crippling myths about communication between men and women, and it challenges readers to say what they mean and mean what they say and act upon what is actually said. Thus communication should not be understood as an isolated discipline in the academy. (SAM)

ED 366 997

CS 508 450

Mandeville, Mary Y.; Mandeville, David E.  
Exploring Group Communication and Productivity Improvement: Using an Experiential Process.

PUB DATE- Nov 92

NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 29-November 1, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Class Activities; Communication Apprehension; Communication Research; Communication Skills; \*Experiential Learning; \*Group Dynamics; Higher Education; Organizational Communication; Productivity; Professional Education; Quality Circles; Simulation; \*Small Group Instruction

IDENTIFIERS- Communication Behavior; Communication Context; Communication Styles; Oklahoma State University

Engineering students at Oklahoma State University used an experiential process (the ACME Basket Exercise) to develop an understanding of how quality and productivity can be improved. The exercise simulates a traditional production organization in the classroom and mirrors the efforts, the successes, and the frustrations of individuals and work groups as they attempt to produce a quality product in a productive manner. Following an initial production run, with a large group, students are assigned the task of improving production. Based on student suggestions, an array of methods and techniques are presented and discussed over time. The students use this information as they redesign the ACME Basket production process. Group communication management, product and process design, quality and productivity improvement, and group processes are explored. The experiential process culminates with a second production run where the students have the opportunity to apply their new group communication understanding and design. In this experiential exercise, there is opportunity also for different kinds of research. Based on students' scores on several instruments, some groups were formed with just one communication style and a high or low level of communication apprehension and others with a mixed communication style and mixed levels of communication apprehension. The experiential process can be restructured to match on the job requirements

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Discourse Analysis; \*Epistemology; Ethics;

\*Rhetoric; \*Rhetorical Theory

IDENTIFIERS- \*Rhetoric as Epistemic

Robert L. Scott's article "On Viewing Rhetoric as Epistemic" exemplifies agonistic-transcendent rhetoric in that it sought to revalue "rhetoric." However, as Scott has already noted, his project was ultimately compromised by his not revaluing "epistemic" in conjunction. Scott's article is criticized with respect to the goals of agonistic-transcendent rhetoric, namely to revalue fundamental relationships. His discussions of epistemology, knowing as doing, truth, certainty, the human condition, and the ethics of rhetoric-as-epistemic are examined. The paper concludes that Scott left too much latitude to the reader by not revaluing key concepts, and thus much of his article could be ignored. Scott's role as agonistic-transcendent rhetor and the future of his project with respect to research are explored. Rhetoric-as-epistemic is then revalued with respect to tacit knowing, conviction, and commitment. (Eighty-eight notes are included. Contains 95 references.) (Author/RS)

ED 367 017

CS 508 474

Clyde, Glenda; And Others

Assessing Oral Competence: A Pilot at Northeast Missouri State University.

PUB DATE- 19 Nov 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Communication Skills; \*Evaluation Methods; Higher Education; Introductory Courses; Pilot Projects; Program Evaluation; \*Speech Communication; \*Student Evaluation; Videotape Recordings

IDENTIFIERS- \*Northeast Missouri State University; Student Centered Assessment

Responding to calls by Missouri's Coordinating Board of Higher Education and in turn by Northeast Missouri State University, the communication faculty appointed a committee on oral communication assessment. The committee submitted to the communication faculty an assessment proposal that focused on answering the question of whether the basic speech course was achieving its desired outcome. A pilot program of videotaping student speeches in some basic speech courses was approved. A literature review conducted by the committee suggested no significant increase in negative speaker responses or anxiety levels due to videotaping. Six faculty members volunteered to participate in the pilot program, representing 12 sections and 264 students. Students (10%) were videotaped, but only eight tapes were actually provided by the students to be analyzed, and one tape was disqualified because the instructor appeared briefly on the videotape. Seven students were rated as satisfactory, one student was rated as excellent. Despite being scaled back and encountering some problems, the pilot program was considered successful. The committee offered suggestions to

Afrocentricity in African American communication studies is the degree to which Afrocentric perspectives advance the collection of stories and analyses that will allow scholars to understand how they signify meaning and create understanding within the contexts of macrostructural dehumanization. Popular African American culture is fertile with the markers of the "dynamics of being" of African descent in the United States. The production and consumption of African American popular culture in the context of all American cultural productivity alongside the influences of market-driven values are within the purview of African American communication studies. (RS)

ED 367 036

CS 508 494

Rosenfeld, Lawrence B.

"I Felt Filled by the Experience, as if Writing the Narrative Gave Me a Piece of My Own Life": Appraisals of a Personal Narrative Assignment in a Family Communication Course.

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Class Activities; Communication Research; Content Analysis; \*Family Environment; Group Dynamics; Higher Education; \*Interpersonal Communication; \*Personal Narratives; \*Student Attitudes; Student Reaction; Teaching Methods

IDENTIFIERS- \*Family Communication; Student Surveys

A study described student evaluations of an assignment in a course in family communication that required writing and performing (in small groups) a personal family narrative. Of the 43 students sent questionnaires asking for their reactions to the assignment, 40 returned completed questionnaires. Content analysis of the responses to the assignment revealed that prior to writing their narratives, students had high expectations of learning, general positive and negative thoughts about the assignment, and several technical concerns. After writing the narrative and before sharing it, students considered their written work as a learning experience, although they expressed anxiety about sharing it aloud, and mentioned continued concern with technical difficulties. After sharing and listening to the narratives, students reported gaining insights into their own and others' families, witnessing the development of group cohesion, and having general positive reactions. Even with all the benefits of the assignment, teachers should be aware of potential negative outcomes and ethical problems associated with an assignment that some students may see as intrusive. (Contains 28 references.) (RS)

ED 367 037

CS 508 495

Shue, Laura Leigh

Introducing Gender Communication into the Basic Business Communication Course.

PUB DATE- 21 Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.



Understandings from Quantitative and Qualitative Research" (Marshall Sashkin and Molly Goltman Sashkin); (8) "Creating a Mastery-Oriented Schoolwide Culture: A Team Leadership Perspective" (Russell Ames and Carole Ames); (9) "Visionary Superintendents and Their Districts" (Judith Endeman); and (10) "Leadership and Culture: A Quantitative Perspective on School Leadership and Instructional Climate" (Samuel E. Krug). References are included at the end of each chapter. (JPT)

ED 367 057

EA 025 639

Gerstle, Linda; French, Dan  
Structuring Schools for Student Success: A Focus on Instructional Improvement.

PUB DATE- 93

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Academic Achievement; \*Educational Development; Elementary Secondary Education; Instructional Development; \*Instructional Effectiveness; Professional Development; Public Schools; \*School Restructuring; \*Student Development  
Problem solving, decision making, and constructing knowledge are skills students need to become active and responsible citizens. However, many students are not receiving these essential skills from their education. Minority students in particular, despite improved academic performance, still perform well below national averages. Restructuring schools to meet students' needs will require a rethinking of curriculum and instruction. A review of research challenges seven common assumptions about intelligence, teaching, and learning. Schools that focus on the needs of the learner construct all resources around attaining high achievement for all students. Strong administrative leadership, family-teacher collaboration, and effective classroom management are all characteristics of an effective school environment. There are several recommendations for improving instruction and curriculum: basing decisions on informed research; supporting inquiry, consultation, and cooperative collaboration; and stressing achievement for all students. Staff development should be ongoing and an integral part of the school's philosophy. Recommendations are also offered for assessment, student grouping, school organization, student support, and family involvement. A list of resources for educational improvement and journals for teachers is included. (JPT)

ED 367 058

EA 025 640

Hart, Ann Weaver  
Principal Succession: Establishing Leadership in Schools.

PUB DATE- 93

NOTE- 349p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Books (010)

DESCRIPTORS- \*Administrator Effectiveness; Elementary Secondary Education; \*Employment Problems; \*Leadership; \*Principals; Public Schools; \*Teacher Administrator Relationship

IDENTIFIERS- \*Principal Succession

PUB DATE- Nov 93

NOTE- 30p.; Paper presented at the Annual Conference of the Association for Persons with Severe Handicaps (Chicago, IL, November 4-6, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Check Lists; Educational Change; Junior High Schools; \*Mainstreaming; \*Program Development; Program Implementation; \*Severe Disabilities; \*Social Integration IDENTIFIERS- Community Based Education; \*Inclusive Schools

This paper describes the development and establishment of an inclusive education program on a junior high school campus. Although this is the documentation of secondary programming, with an emphasis on severe disabilities, these "phases" can be generalized to other program areas and levels of education. During phase I, a functional, community-based curriculum was delivered to students with severe disabilities at a special school site. Gradual integration for recess, lunch, and assemblies was implemented. During phase II students with severe disabilities were assigned to regular classes and community instruction with appropriate support. The third phase involved a refocusing so that all special education program areas are addressed within the framework of inclusion. A checklist suggests indicators for the three phases of the inclusive school process. Attached are handouts and visual materials to accompany the presentation of this paper. (DB)

ED 367 079

EC 302 780

Ryan, Dan

The Federal Government and Higher Education for Students with Disabilities.

PUB DATE- 8 Dec 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accessibility (for Disabled); College Students; Court Litigation; Deafness; \*Disabilities; \*Educational History; Educational Legislation; Elementary Secondary Education; Federal Aid; \*Federal Government; Federal Regulation; \*Government Role; \*Government School Relationship; \*Higher Education

IDENTIFIERS- Gallaudet University DC

This paper traces the involvement of the federal government (through subsidy, regulation, judicial, and administrative agency activity) in the education of students with disabilities at the elementary, secondary, and higher education levels. Government involvement through subsidy in the 19th century was usually in the form of establishing special schools, including what is now Gallaudet University for students with hearing impairments. Higher education opportunities offered to students with disabilities were again expanded as a result of the G.I. Bill of Rights following World War II. Government involvement through regulation has included the Education for All Handicapped Children Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Finally, government involvement through the judicial branch has

civilization's treasure are challenged. The language arts are seen as a subject area in which any child can lose himself and find himself as a gifted human being. (Contains 30 references.) (DB)

ED 367 100

EC 302 802

Carr, Theresa, Ed.

Recreation for Youth with Deaf Blindness.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 92

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Adults; Assistive Devices (for Disabled);

Communication Aids (for Disabled); Communication Skills; \*Deaf Blind; Leisure Education; \*Program Development; \*Recreation; Recreational Activities; Sensory Aids; Social Integration; \*Therapeutic Recreation

IDENTIFIERS- Helen Keller National Center NY

This newsletter special issue focuses on recreational programming for people with deaf blindness. The following individual articles are presented: "Strategies To Promote Community Integrated Recreation: Guidelines for Leisure Coaches" by Joann Enos (which lists seven such strategies); "Assessing Recreation and Leisure Preferences" by Laura Rocchio (which describes assessment at the Helen Keller National Center); "Enhancing Recreational Participation" by Laura Rocchio and Jane Everson (which identifies modifications and adaptations in games, crafts, and community recreation activities); "Maximizing Hearing during Recreational Activities" by John Mascia (which describes assistive listening devices and communication strategies); and "Facilitating Communication with the Public" by Janis F. Bilello (which provides an overview of methods of communication for individuals with deaf blindness). Sources of information about therapeutic recreation, crafts materials, hearing impairment related equipment and aids, assistive listening devices, and communication products are listed. (DB)

ED 367 101

EC 302 803

Carr, Theresa, Ed.

Personal Futures Planning: Building a Foundation for Individualized Transition Services.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Attitudes; Cooperative Planning; \*Deaf Blind; \*Goal Orientation; \*Individual Development; \*Long Range Planning; Program Implementation; Social Support Groups; Technical Assistance

IDENTIFIERS- \*Personal Futures Planning

These two newsletter special issues focus on personal futures planning (PFP) for people with deaf blindness, with emphasis on technical assistance activities involved in implementing a PFP program. PFP guides a team through three phases of activities: (1) developing a "circle of support" for an individual with deaf blindness; (2) describing a desirable future for the

Burke, Edward P., Ed.; Quigley, Mark S., Ed.  
Furthering the Goals of the Americans with Disabilities Act  
through Disability Policy Research in the 1990s: Summary of  
Proceedings (Washington, D.C., December 7-9, 1992).

PUB DATE- 31 Dec 93

NOTE- 92p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Opinions/Personal  
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Civil Rights Legislation; \*Compliance (Legal);  
\*Disabilities; Equal Opportunities (Jobs); \*Federal  
Legislation; Independent Living; Interdisciplinary Approach;  
Legal Responsibility; Minority Groups; \*Policy Formation;  
\*Public Policy; Research Methodology; Research Needs; Social  
Integration; Theory Practice Relationship; Vocabulary  
IDENTIFIERS- \*Americans with Disabilities Act 1990

The conference reported in this document had three aims: to  
initiate dialogue on furthering the goals of the Americans with  
Disabilities Act of 1990 (ADA) through disability policy  
research; to identify the resources and infrastructures  
available to enhance the process; and to articulate steps that  
can be taken to monitor implementation of the Act. The  
conference included plenary sessions on the following issues:  
disability research and enforcement of the ADA, putting  
research to work for the realization of the goals of the ADA  
from the perspectives of the disability community and of  
minorities and other underserved populations, shaping an  
interdisciplinary field of disability studies, strategies for  
adopting a common nomenclature, research strategies for  
statistics using survey data, the role of quantitative and  
qualitative methodologies, research strategies for monitoring  
the ADA, and future trends in disability policy research. Eight  
smaller "breakout" sessions examined the topics of equality of  
opportunity, full participation, independent living, economic  
self-sufficiency, issues related to special populations,  
emerging issues, building a disability studies discipline, and  
creating a common nomenclature and classification. The document  
contains presentations, discussion, reports from the breakout  
sessions, and recommendations. Appendixes contain the  
conference agenda, participant and speaker lists, and a  
description of the National Council on Disability. (JDD)

ED 367 120

EC 302 832

Brown, Robert S.  
School Acceleration: What Does the Research Say?

PUB DATE- Dec 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information  
Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Ability Identification; \*Academically Gifted;  
\*Acceleration (Education); Age Grade Placement; \*Early  
Admission; Educational Methods; Elementary Secondary Education;  
Emotional Adjustment; Foreign Countries; Instructional  
Effectiveness; \*Program Effectiveness; Social Adjustment;  
Student Adjustment; Student Promotion  
IDENTIFIERS- Ontario

This theme issue on acceleration of gifted students offers an  
Ontario (Canada) perspective on early entrance to school and  
grade-skipping. It begins with a history of acceleration

Neue Spiele fuer den Deutschunterricht (New Games for the German Classroom).

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Central States Conference (Madison, WI, March 25-28, 1993).

LANGUAGE- German

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; Classroom Techniques; \*Educational Games; \*German; Grammar; Higher Education; High Schools; Junior High Schools; \*Learning Activities; Role Playing; \*Second Language Instruction; Vocabulary

This document includes games and activities for the German as a foreign language class. There are games designed to help students get to know one another, games to help develop vocabulary skills and grammar, and activities for role playing. A list of references and resources is included as well as an index to abbreviations and symbols. (AB)

ED 367 141

FL 021 840

Technology in TESOL.

PUB DATE- 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Classroom Communication; Classroom Techniques; \*Computer Assisted Instruction; Computer Networks; Computer Oriented Programs; Distance Education; \*Educational Technology; Electronic Mail; \*English (Second Language); Language Laboratories; Listening Skills; News Media; Skill Development; Team Teaching; Technological Advancement; \*Television; Videotape Recordings; \*Writing Instruction

IDENTIFIERS- \*Closed Captioned Television

This special issue is devoted to the theme of advancing technology in the teaching of English to speakers of other languages (TESOL). Articles include: "Technology in TESOL" (Richard Orem, Cynthia Holliday); TESOL Technology: Imposition or Opportunity?" (Simon Murison-Bowie); "A Review of Advanced Technologies for L2 Learning" (Nancy Hunt); "A Very Verbal Medium: Language Learning Through Closed Captions" (Robert Vanderplank); "Teaching Listening in the Language Lab: One Program's Experience" (Judith Tanka); "Distance Team Teaching and Computer Learning Networks" (Dennis Sayers); "Instructional Delivery via Electronic Mail" (Alice Anne Goodwin, Jim Hamrick, Timothy C. Stewart); "Two Wrongs Can Make a Right" (Susan Jay); "Teacher Talk Versus Book Talk" (Lynn Poirier); "Teaching Writing on a Computer Network" (Nancy Sullivan); "Talking Journals" (Kathleen S. Foley); "Shared Computer Projects for Beginners" (Janet Payne); "The Last Entry Was Love: Writing a Play on a Network" (Trudy Smoke); "Good Evening, and Welcome to This Edition of the News" (Maria Julia Sainz); and "Is There A Video In This Essay?" (Jose A. Santos). Book and instructional materials reviews, a question-and-answer column, and professional notes are also included. (MSE)

ED 367 142

FL 021 841

Crandall, JoAnn

Content-Centered Language Learning. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement

(Singapore, 1991). For individual papers, see FL 021 884-889, FL 021 891, ED 337 047, and ED 338 037.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - General (020), Collected Works - Series (022)

DESCRIPTORS- \*Attitude Measures; Classroom Techniques; Foreign Countries; Higher Education; High Schools; Interaction; Journal Writing; Language Attitudes; \*Language Research; \*Learning Theories; Oral Language; \*Personality Traits; Research Methodology; Research Needs; \*Second Language Instruction; Second Language Learning; Student Characteristics; Student Motivation; Student Role; Teacher Education; Theory Practice Relationship

A selection of papers on second language learning includes: "Second Language Acquisition Research in the Language Classroom" (David Nunan); "A Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes" (Rod Bolitho); "Dimensions in the Acquisition of Oral Language" (Martin Bygate, Don Porter); "The Learner's Effort in the Language Classroom" (N. S. Prabhu); "Diary Studies of Classroom Language Learning: The Doubting Game and the Believing Game" (Kathleen M. Bailey); "Personality and Second-Language Learning: Theory, Research and Practice" (Roger Griffiths); "The Contribution of SLA Theories and Research to Teaching Language" (Andrew S. Cohen, Diane Larsen-Freeman, Elaine Tarone); "The Matched-Guise Technique for Measuring Attitudes and Their Implications for Language Education: A Critical Assessment" (Stephen J. Gaies, Jacqueline D. Beebe); and "The Interaction Hypothesis: A Critical Evaluation" (Rod Ellis). (MSE)

ED 367 162

FL 021 884

Nunan, David

Second Language Acquisition Research in the Language Classroom.

PUB DATE- 91

NOTE- 26p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Classroom Techniques; \*Data Collection; \*Educational Environment; Educational Research; Foreign Countries; \*Language Research; \*Research Methodology; Second Language Learning; \*Second Languages; Statistical Analysis

The state of second language acquisition research, particularly that which is classroom-oriented, is examined in a review of 50 empirical investigations undertaken over the last 25 years. The studies were analyzed according to the following dimensions: the environment in which the data were collected (classroom, naturalistic, simulated classroom, or laboratories); rationale of the research; research design and data collection; type of data collected (quantitative or qualitative); and type of analysis conducted (grammatical, statistical, and/or interpretive). It is concluded that while there have been considerable advances in the field, future research would benefit by incorporating more contextualized (classroom-based rather than classroom-oriented) research; an extension of the theoretical bases of research agendas; extension of the range

communicative approach to language instruction), and curriculum design variables (teaching methods, course length, and supplementary teaching). Subjects were 460 students in a number of disciplines at Chulalongkorn University. Results indicate that second-year EAP achievement is directly correlated with: student gender; secondary school program; general English background; motivation; teachers' qualifications, English-teaching experience, experience in an English-speaking country, and major field of study; teaching method; and supplementary teaching. An additional five variables had statistically significant indirect effects on student achievement. Some explanations for the results are offered. (MSE)

ED 367 182

FL 021 912

Steinhausen, Paul

ELT Courses for Teachers of Young Learners: Some Recent Developments.

PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the International Conference on Teacher Education in Second Language Teaching (Hong Kong, March 24-26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Admission Criteria; Age Differences; Course Descriptions; Elementary Secondary Education; \*English (Second Language); Foreign Countries; Higher Education; Instructional Program Divisions; \*Language Proficiency; Language Role; \*Language Teachers; Native Speakers; \*Teacher Certification; \*Teacher Education Curriculum; \*Teacher Qualifications  
IDENTIFIERS- \*Brunei

Training courses for teachers of English as a Second Language (ESL) at the elementary and secondary levels, implemented in Brunei in 1989, are described, and proposals for a new teacher certification level are examined. The first course leads to a diploma in elementary/secondary ESL teaching, and is characterized by both written and practical work done only internally, a series of small essay examinations replacing the traditional final examination, and content and methods emphasizing the teaching of young learners. It is intended to upgrade the skills of experienced teachers. A certificate course was designed for inexperienced ESL teachers, especially non-native speakers, consisting of language improvement and methodology components. Two proposals for training of qualified teachers without formal training in ESL instruction include one for training oriented to specific age groups (5-10, 11-14, and 15-17 years) and one that makes no distinction between native English-speaking and non-native teachers. Both are assessed and found inadequate. These and other considerations in designing ESL teacher training curricula are outlined. (MSE)

ED 367 183

FL 021 933

Woods, David R.

Changing Patterns of Language Utilization in Republic of Congo.

PUB DATE- 28 Feb 94

NOTE- 21p.; Paper presented at the Annual Conference on African Linguistics (20th, Columbus, OH, July 23-25, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Agricultural Education; \*Curriculum Development;  
\*Distance Education; \*Educational Needs; Extension Agents;  
Foreign Countries; Needs Assessment; Participative Decision  
Making; Postsecondary Education; \*Professional Continuing  
Education; \*Rural Extension; Staff Development  
IDENTIFIERS- \*Namibia

A study of the need for inservice education and training among the staff of the Namibian extension service revealed that the service has approximately 100 field staff who have very different and often patchy preservice training but who have acquired considerable experience. Workshops with extension staff members were then held to identify their training needs. On the basis of information gained from observation of supervisory training activities and a training needs assessment questionnaire, a modular comprehensive inservice program was recommended as the most appropriate form of inservice training for the extension staff. The program, which used extensive approaches and methods, included a course on people and organizations in society, and seven agricultural specialist subjects. A program structure based on on-the-job training and distance learning methods was recommended, and a training development plan was drafted. (Appendixes constituting about half of this document provide information on the current training of existing field-level staff and their training needs, a project itinerary, a consolidated job description, the proposed inservice program, a preliminary list of resource centers, pros and cons of on- versus off-the-job training and distance education, module outlines, and a workshop report. Contains 37 references.) (MN)

ED 366 724

CE 065 523

Guide to the European Community Programmes in the Fields of  
Education, Training, Youth. Second Edition.

PUB DATE- 93

NOTE- 87p.; Prepared by the Task Force for Human Resources,  
Education, Training and Youth.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132), Books  
(010)

DESCRIPTORS- Adult Education; Continuing Education; Educational  
Cooperation; Exchange Programs; Foreign Countries; Higher  
Education; International Cooperation; \*International  
Educational Exchange; \*Job Training; \*Labor Force Development;  
Postsecondary Education; Program Guides; Research and  
Development; Social Development; \*Youth Programs

IDENTIFIERS- \*European Community

This guide to European Community (EC) programs in the fields of education, training, and youth is intended to help interested individuals, projects, and institutions obtain information on the increasing scope of cooperation at the EC level. Section 1 describes programs/actions initiated by the EC's Task Force for Human Resources, Education, and Training and Youth in the following areas: cooperation in the field of education, language teaching, higher and university education, central and Eastern Europe, initial training, continuing training, and youth, as well as exchanges of information and experience regarding education in the EC (information network on education in the European Community--Euridice; study visits for education specialists--Arion; and the European Centre for the Development of Vocational Training--Cedefop). Section 2 outlines efforts to achieve mutual recognition of qualifications and diplomas by EC



PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Education; Community Development; \*Females; Foreign Countries; \*Health Promotion; Material Development; \*Older Adults; Program Development; \*Program Effectiveness; Resource Materials; \*Rural Areas; \*Social Networks; Well Being; Workshops

IDENTIFIERS- \*Saskatchewan

The Creating Prairie Cronies, Older Women's Network project was designed and implemented to research and address the specific needs of older women living in rural Saskatchewan. Project objectives included the following: promoting networking among and providing support for existing groups working to meet the health, education, and community development needs of older women in Saskatchewan; supporting partners and their existing networks; making use of existing health promotion and educational resources and developing new ones; and ensuring the input and involvement of older adults throughout all stages of the project. During the project, a total of 764 women participated in 28 educational workshops and regional gatherings designed to strengthen community networks that contribute to the well-being of older women. Other project activities included the development of life-cycle learning publications on the following topics: giving and taking care, older women and poverty, widowhood, and wise use of medication. Videos on older women and poverty and the celebrations and challenges of growing older as a woman in society were also developed. Although funding for the project has ceased, the network developed during the project remains very active. (MN)

ED 366 743

CE 065 556

Vindevoghel, Stanley

Seniors' Education Centre and the Indian and Metis Elderhostel Study Project. Final Report.

PUB DATE- 91

NOTE- 78p.; Practicum report, University of Regina.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Adult Programs; Annotated Bibliographies; \*Canada Natives; \*Extension Education; Feasibility Studies; Foreign Countries; Guides; \*Metis (People); \*Older Adults; Practicums; Program Development; \*Residential Programs; Rural Areas

IDENTIFIERS- \*Elderhostels; Saskatchewan

A practicum was conducted to determine the feasibility of developing an elderhostel program involving older Indian and Metis adults in Saskatchewan, Canada. A preprogram study of elderhostels and a literature review were conducted. Approximately 30 face-to-face interviews with both Indian and Metis persons in and around Regina, Saskatchewan, were conducted along with telephone interviews of individuals involved in elderhostel programs in Canada and the United States. The study established a definite need for older adult education involving Indian and Metis persons in the area. Three recommendations were made: the planning of any such elderhostel program should include advance assessment of the learning needs and motivation of potential program participants; program activities should be designed in accordance with the principles of older adult education; and feedback should be sought after all learning activities and incorporated into subsequent activities. (Included in appendixes constituting one-third of this document are the following: practicum proposal; project-related correspondence, forms, and brochures; information on

developed for a workplace literacy program; Mathematics on the Job I and II. Each 10-session course begins with a preassessment and ends with a postassessment. Components of each 2-hour session are objectives, informational materials, and problems or exercises. The facilitator copies include the answer keys. Topics covered in the first course include the following: read and write whole numbers; add and subtract whole numbers; solve addition and subtraction word problems; multiply and divide whole numbers; use calculators; solve multiplication and division word problems; use fractions; convert from fractions to decimals; add and subtract decimals; multiply and divide decimals; convert decimals to percents; solve decimal word problems; and solve work-related problems. Topics covered in the second course are as follows: math anxiety; problem solving; fractions; fraction word problems; decimals; decimal word problems; percentages; percentage word problems; converting between fractions, decimals, and percents; number line; positive and negative integers; addition and subtraction of positive and negative integers; multiplication and division of positive and negative integers; the rules for order of operations for solving equations; formulas; using formulas to solve job-related problems; ratio and proportion; and ratio and proportion word problems. (YLB)

ED 366 762

CE 065 599

Clark, Donald L.; And Others

Tri-Agency Partnership for Quality Workforce Planning Annual Report for Program Year July 1, 1992-June 30, 1993.

SPONS. AGENCY- Texas Education Agency, Austin.; Texas Higher Education Coordinating Board, Austin.; Texas State Dept. of Commerce, Austin.

PUB DATE- Aug 93

NOTE- 678p.

LANGUAGE- English

EDRS Price- MF04/PC28 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Consortia; High Schools; \*Needs Assessment; Postsecondary Education; \*Professional Development; Program Development; Program Evaluation; Program Implementation; State Programs; \*Statewide Planning; Teacher Education; Technical Education; Two Year Colleges; Vocational Education; Workshops

IDENTIFIERS- Tech Prep; \*Texas

The Tech-Prep Statewide Professional Development Consortium of Texas supplemented and complemented professional development activities done within 25 local tech prep consortia to assist in full implementation of the tech prep initiative. Needs analyses identified major areas of emphasis, assessed the current level of tech prep knowledge and activity in preservice teacher preparation programs, and determined postsecondary requirements to be addressed in professional development activities. A national survey identified experts/presenters in different aspects of tech prep. Nine workshops were conducted for teams of teachers, counselors, and administrators at secondary and postsecondary levels. A STARLINK teleconference was designed to increase understanding of the efforts, including the educational restructuring efforts, that are underway in Texas, to develop the workforce, and to get stronger commitments to tech prep. Formal tech prep presentations were given, three teacher education grants were awarded, and the consortium served in a coordinating role in the presentation of two tech prep graduate-level courses. Project assessment included evaluations of the workshops and teleconference. (The 15-page report is followed by supporting

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Data Collection; \*Evaluation Criteria; \*Evaluation Methods; Illiteracy; Literacy; \*Literacy Education; Measurement Objectives; \*Measurement Techniques; \*Sampling; \*Statistical Surveys

Three conceptual issues form the basis for coping with technical problems of gathering data on literacy: (1) the definition of literacy; (2) choice of criteria that can be used in properly assessing and measuring literacy; and (3) conflict between the importance and necessity of literacy assessment and the difficulty of fulfilling the prerequisite for doing it. As a result of the difficulty in defining literacy, an essential precondition for literacy assessment and statistical measurement is not fulfilled: a precise definition from which to derive criteria for distinguishing between literate and illiterate persons. Two main problems with literacy assessment and measurement in school settings are the concept of schooled literacy and the different educational and social effects of schooled literacy in developed and developing countries. Censuses and surveys gather self-assessed data that are likely to be inaccurate or data based on a grade completion criterion that relies on either equivocal or controversial assumptions. By assessing literacy in terms of a representative population sample's actual competencies, a literacy survey secures a more accurate view of the extent and quality of literacy in the population. At least three major arguments support the need for generating literacy indexes through assessment and measurement: the literacy index of a population is a basic indicator of a country's or community's progress; literacy indices are extremely useful for comparative purposes; and they are essential to formulating policies and to planning, implementing, and monitoring programs. (Contains 58 references.) (YLB)

ED 366 780

CE 065 661

Newsom-Stewart, Mhora; Sutphin, Dean

A Conceptual Analysis of a Technology Preparation Program in Agriculture in Selected Schools in New York State. Qualitative Study Project Report 1993-1994.

SPONS. AGENCY- New York State Education Dept., Albany.

PUB DATE- 94

NOTE- 78p.; Product of the Agri Tech Prep 2000 Consortium. For related documents, see CE 065 662-664.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Attitudes; \*Agricultural Education; Articulation (Education); Grade 10; Grade 11; High Schools; Pilot Projects; Program Implementation; Program Improvement; Qualitative Research; Questionnaires; Research Needs; School Attitudes; School Business Relationship; State Surveys; Statewide Planning; \*Student Attitudes; \*Teacher Attitudes

IDENTIFIERS- \*Agri Tech Prep 2000 Project; Concept Mapping; New York; \*Tech Prep

Two counselors, five teachers, four administrators, and seven 10th- and 11th-grade students at three New York schools offering pilot agricultural tech prep programs as part of the Agri Tech Prep 2000 (ATP 2000) project were interviewed. The interviews focused on the participants' understanding of and attitudes toward tech prep, the status of the ATP 2000 project, project-related issues and concerns, and the role of business in tech prep. The concept mapping process developed by Novak (1977) was used to analyze data from the semistructured

Lee, Lung-Sheng

Technology Education and Related International Exchange Programs  
in Taiwan, Republic of China.

PUB DATE- Mar 94

NOTE- 16p.; Paper presented at the Annual Conference of the  
International Technology Education Association (Kansas City,  
MO, March 20-23, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Educational Attitudes; \*Educational Trends; Foreign  
Countries; \*Industrial Arts; \*International Educational  
Exchange; Postsecondary Education; Secondary Education;  
\*Technology Education; Vocational Education

IDENTIFIERS- \*Taiwan

This paper presents a short overview of industrial arts and  
technology education programs in Taiwan and the exchange  
programs available to international technology educators. The  
first section profiles the status of Taiwan and its educational  
system, and the second section describes the industrial arts  
programs prescribed by the curriculum, identifies three main  
problems that afflict industrial arts in Taiwan, and points out  
the trend for industrial arts to shift toward technology  
education. The three main problems identified are as follows:  
industrial arts is seen as a subordinate subject, the public's  
perceptions are not aligned with the field, and teachers are  
struggling with huge class sizes and limited teaching  
resources. The third section of the paper examines the exchange  
opportunities available to international technology educators,  
especially those provided by two foundations, the Chiang Ching-  
Kuo Foundation and the Pacific Cultural Foundation. (KC)

ED 366 798

CE 065 702

Barth, Valerie

What Is the Impact of the Four Part Decision Making Process on  
"Undecided" Students?

PUB DATE- 94

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Career Choice; \*Career Counseling; \*College  
Programs; \*Decision Making; Decision Making Skills; Higher  
Education; \*Outcomes of Education; Program Effectiveness;  
Thinking Skills; Vocational Maturity; \*Workshops

A study evaluated the effects of a four-part decision-making  
workshop on students who were undecided about their selection  
of a major field of study. More than 1,500 freshmen at a  
midwestern university who had not declared majors received  
letters inviting them to the four 2-hour sessions of the  
workshop. Forty-two students volunteered to enroll in the group  
counseling program. The four sessions focused on the following:  
(1) discovering personal strengths and work preferences; (2)  
clarifying work values and identifying work preferences; (3)  
identifying interests and work preferences; and (4)  
investigating career resources, majors, and putting it all  
together. The group facilitators were trained professionals in  
the field of career planning and placement and advising. A two-  
group pre- and posttest experimental design was used, with the  
control group mostly freshmen students who received no career

Institute for Consumer Education.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Consumer Education; Cooperative Programs; Corporate Support; \*Educational Cooperation; Elementary Secondary Education; Government School Relationship; \*Partnerships in Education; \*Program Development; Program Implementation; State Programs; Statewide Planning

This document is designed to assist in development of state plans for action for consumer education. Its purpose is to serve as a catalyst for new and expanded public-private partnerships among state and local leaders that strengthen consumer education in the schools. Section 1 defines consumer education, discusses consumer concepts, and lists consumer education objectives. Section 2 provides a rationale for consumer education and focuses on deficiencies shown by results of tests measuring the consumer competency of adults and high school and college students. Section 3 on consumer education in the schools highlights current mandates and policies and describes advantages and disadvantages of four curriculum approaches to K-12 consumer education: separate course, integrated into existing subject, integrated into several existing subjects, and integrated into existing subjects with a capstone course. Section 4 discusses four essential ingredients to the success of statewide programs: commitment, leadership, compromise, and coordination. The final section presents five steps in the process of establishing a partnership: organize action group, assess current situation, create action plan, implement plan, and follow up. Appendixes include a diagram of the concepts identified in Section 1 and their relationships; a sample of suggested activities to strengthen and expand consumer education; highlights of actual partnerships and the successful programs; and a list of 78 print and organizational sources of additional information. (Contains 12 references.) (YLB)

ED 366 817

CE 065 731

Health Personnel Resource Plan. 1993-95 Biennium.

PUB DATE- 1 Sep 92

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Allied Health Occupations Education; Futures (of Society); Health Occupations; \*Health Personnel; \*Health Services; Labor Market; \*Labor Needs; \*Labor Supply; Medical Education; Program Costs; \*Statewide Planning; Supply and Demand IDENTIFIERS- \*Washington

The 1993-95 Health Personnel Resource Plan (HPRP) for the state of Washington identifies health professions shortages and suggests activities to alleviate these shortages. Its components are as follows: assessment of health personnel supply and requirements; cooperation among governments and organizations; service delivery by a mix of providers; community efforts; recruitment and retention; an adequate financial base; subsidization of malpractice insurance costs; efforts to reduce health personnel isolation; alternative training sites; nursing articulation; rural training track for medical students; geographic distribution of residency

full-time, occupationally specific vocational training programs in Ohio. It also developed a dropout prediction model of enrolled students using sets of independent variables adapted from the Conceptual Model of Nontraditional Student Attrition and Persistence in Postsecondary Vocational Education Programs (D. R. Johnson 1991). Data were collected by a survey designed to measure independent variables within four constructs: background characteristics, social/psychological integration, environmental mediating factors, and academic/institutional integration. Three mailings produced a 74 percent response rate (n=278). Data were analyzed using the Statistical Package for the Social Sciences. Stepwise discriminant analysis determined the best predictor of the dependent variable, "dropout" or "completer." Results of the discriminant analysis indicated that eight variables were the most significant in predicting dropout and completion in adult vocational job specific training programs: course/schedule, finances/employment, outside agency support, instructor abilities, physical disability, interpersonal relationships, academic ability/habits, and family responsibilities. The two most discriminating sets of variables between dropouts and completers were environmental mediating factors and academic/institutional integration. Recommendations were made for practice to vocational education professionals and for research. (Contains 13 references.) (YLB)

ED 366 836

CE 065 771

Williams, Kristen M.; Felker, Daniel B.  
Education, Retraining and Workplaces. Final Report.  
SPONS. AGENCY- Department of Education, Washington, DC.  
PUB DATE- 30 Nov 93  
NOTE- 62p.; For the published guidebook, see CE 065 772.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- Adult Education; Decision Making; \*Evaluation  
Criteria; Evaluation Methods; \*Guides; Inplant Programs; \*Job  
Training; Literature Reviews; \*Material Development;  
Postsecondary Education; Program Evaluation; \*Small Businesses;  
\*Staff Development; Training Methods

A project was undertaken to develop a guide to help small business programs select good education and training programs for their staff. An initial step was a review of literature related to adult education and training in small business and training evaluation. The initial plan was to have the guidebook be specific to a given industry or other appropriate group. Four different criteria and three different ways of choosing a critical category of program were considered. However, the advisory committee decided upon a broader guidebook that would: help small businesses select a training program from outside vendors; not be specific to a particular type of training program; and not be limited to certain types of providers. Training and education programs offered by large national companies, small local vendors, community colleges, and training consortia were analyzed, and focus groups were conducted with small business personnel with respect to their current training practices. The guidebook that was developed consisted of three sections: training needs analysis; guidelines for selection; and evaluation. Reaction from a field test showed that some liked it very much and felt it would be very useful, whereas others felt it was too simplistic. The guidebook was determined to be useful for the small business person who was not a training professional at a firm that was

readers in finding the latest information about this social problem and the most effective strategies for eliminating it. This bibliography consists of an indexed collection of 253 references, with abstracts, to literature on alcohol, tobacco, and other drug use among school-aged youth in the United States, and what can be done to prevent or reduce use. It indexes literature identified and received between June 1992 and June 1993. The main focus is on research--specifically, epidemiological surveys, investigations of risk factors, and prevention and intervention program evaluations. General discussions, literature reviews, and program descriptions have been included if they were deemed relevant to understanding the nature of the problem and to developing programs to address it. The scope of the review is national; because of the scarcity of strong longitudinal studies, one Canadian longitudinal study in a large sample population has been included. The bibliography suggests that increasing attention is being paid to the assessment of alcohol and other drug use and the evaluation of prevention among subpopulations, including ethnic and racial minority groups. Documents are listed alphabetically by author. Indexes include a topic index with entries for subjects, specific drugs, and specific populations covered; and a separate document type index. (NB)

ED 366 855

CG 025 199

Asher, Betty Turner

A President's Perspective on Student Services Delights and Debts. ERIC/CASS Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 94

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- \*Administrator Attitudes; College Students; Higher Education; Presidents; Student Needs; \*Student Personnel Services; Student Personnel Workers

IDENTIFIERS- ERIC Digests

This digest focuses on the strengths and weaknesses of the student affairs profession in higher education. The strengths of student affairs include diversity and involvement. Student affairs staff are trained in many different disciplines and are located throughout the campus. The diversity of student affairs professionals is seen as the thread that enables the needs of students to be met and the mission of student affairs to be realized. Student affairs professionals nurture students' involvement in learning and ultimately facilitate the total undergraduate experience. Weaknesses in student affairs are also described. Student affairs professionals must become purposeful in learning and contributing new skills to participate at more central levels of the institution. Suggestions for becoming partners in the campus milieu are provided. Because of the lack of institutional awareness, the goal of student affairs professionals to be accepted as legitimate academic leaders with upwardly mobile tracks is often unrealized. The digest concludes that student affairs has a strong future in serving students, and an even stronger one in serving its institutions. (NB)

ED 366 856

CG 025 200

its entirety, conclusions drawn from its successes, and difficulties experienced in implementing the project are discussed. A list of general recommendations is outlined to assist other interested individuals in their pursuit of future elder abuse prevention and education projects. (NB)

ED 366 875

CG 025 221

Evans, David, Ed.; And Others  
Student Behaviour Problems: Positive Initiatives and New Frontiers. Selected Papers from the National Conference (5th, Fremantle, Western Australia, Australia, 1993).

PUB DATE- 93

NOTE- 286p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - Proceedings (021)

DESCRIPTORS- \*Adolescents; Behavior Modification; \*Behavior Problems; \*Children; \*Counseling Techniques; Elementary School Students; Elementary Secondary Education; \*Emotional Problems; Foreign Countries; \*School Role; Secondary School Students; Youth Problems

IDENTIFIERS- \*Australia

The following papers from a conference on emotional and behavioral problems of children and adolescents are presented: (1) "Eligibility and Need: Is There a Difference Between Being Disturbed and Being Disturbing?" (Howell); (2) "Prevention and Politics: Giving At-Risk Youth a Future" (Constable and Burton); (3) "The World of Cue: Non-verbal Behaviour in Teacher-Student Management" (Rogers); (4) "Characteristics of Conduct-Disordered Adolescents and Implications for Treatment Programs: Preliminary Research Findings" (Anning); (5) "Helping Homeless Kids Break the Transition Gap" (Corbitt); (6) "Quantifying Aberrant Behaviour: The Use of Psychological Instruments in Assessing Behaviour-Disordered Students" (Richardson); (7) "Improved Treatment Integrity with Performance Feedback in an Early Intervention Program" (Arco); (8) "Black Dot - White Square: Managing Stress" (Rogers); (9) "A System-wide Approach to Changing Attitudes Towards the Acceptability of Bullying or Harassment in Schools and Reducing its Prevalence" (Griffiths); (10) "Bullying: A School Focus" (Hyndman and Thorsburne); (11) "A Comparative Analysis of Withdrawal and Outreach Services for Primary School Children Exhibiting Moderate to Severe Behaviour Problems" (Strong, Ralph, and Vaughan); (12) "Helping Kids by Helping the Parents" (Laurie and Collings); (13) "Attribution, Behaviour, Life Skills Education (ABLE): A Program for Underachieving Gifted Adolescent Girls" (Mason, Hay, and McMeniman); (14) "Looking into Classrooms: What a Research Study Found about Assertive Discipline" (Nicholls); (15) "Mirrors and Mountaintops: Enhancement Skills for Wilderness Programs" (Handley); (16) "Training Children and Adolescents in the Skills of Interpersonal Conflict Resolution: A Developmental Theory and Training Strategy" (Wilkins); (17) "The Power-Caring Balance: Can Ecology Help Us Understand the Behaviour of Troubled Children?" (Ulsen); (18) "Alternative Programs to Help Behaviour Disordered Adolescents in Their Regular High Schools" (Cragg and Collings); (19) "Teaching the Hard to Teach: Effective Teaching with Difficult Students" (Tender); (20) "Project Turnaround: Addressing the Problems of Youth at Risk: A Critical View" (Walters and Palmer); (21) "Attitude and Behaviour Change in Young People: An Evaluation of Project Turnaround" (Halsey); (22) "Taming Anger" (Frew); (23) "Berengarra School" (Lewis and Candy); (24) "The Andrew Relph School: Ten Years of Assisting Young Adolescents with



1993 school year, a glossary, and appendices (Contains 18 references.) (Author/NB)

ED 366 893

CG 025 241

McLeer, S.; And Others

Do Teachers' Behavioral Expectations Effect the Transition from a Psychiatric Program to Community Schools?

PUB DATE- 92

NOTE- 22p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adjustment (to Environment); Anger; Behavior Problems; Conflict; \*Deinstitutionalization (of Disabled); Elementary Education; Elementary School Students; Elementary School Teachers; Emotional Problems; \*Expectation; Foreign Countries; \*Hospitalized Children; Mainstreaming; Personality Traits; \*Psychiatric Hospitals; Special Education Teachers; \*Teacher Attitudes

IDENTIFIERS- Canada

Moving children from a psychiatric treatment facility to community schools presents significant challenges for children, teachers, and families. This study examined the potential conflicts between the expectations of receiving teachers and the behaviors of elementary school students (N=17) using the Assessments for Integration into Mainstream Settings (AIMS) system. Two parts of the AIMS system were used. Receiving community school teachers completed the SBS Inventory of Teacher Social Behavior Standards and Expectations by rating adaptive behaviors as critical, desirable, or unimportant and rating maladaptive behaviors as unacceptable, tolerated, or acceptable. A comparable instrument was completed by hospital-based teachers. Potential conflicts were most often found in the areas of adaptability, self-direction, creating disturbances, and managing anger and frustration. Results provide limited support for the use of the SBS Inventory and comparison scale. The use of the two questionnaires revealed areas of conflict between expectations and behaviors, and the discrepancy between these ratings related to teachers' satisfaction with the transition process. These findings have implications for student and teacher education and the practical utility of using these instruments as a routine part of the transition procedure. (NB)

ED 366 894

CG 025 245

Brackett, Christine

School Injury Prevention Resource Guide.

SPONS. AGENCY- Center for Disease Control (DHHS/PHS), Atlanta, Ga.

PUB DATE- Jan 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Elementary School Students; Elementary Secondary Education; \*Injuries; \*Prevention; \*Safety Education; \*School Accidents; \*School Safety; Secondary School Students

This guide has been developed to provide resources to teachers to address injury prevention in their classrooms. Entries in this guide represent materials which the Injury Prevention Program

(8) The Role of the Library in a Literature-Based Program; (9) Sharing Literature through Oral Reading; (10) The Reading-Writing Connection; (11) Reading Instruction for Atypical Learners; (12) Multicultural Literature: Working with Diverse Learners; and (13) Assessing Literacy Development. A list of children's trade books and a list of cumulative references are attached. (RS)

ED 366 914

CS 011 591

McEneaney, John E.

Does Parallel Distributed Processing Provide a Plausible Framework for Modeling Early Reading Acquisition?

PUB DATE- 4 Apr 94

NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Beginning Reading; \*Cognitive Processes; Comparative Analysis; Elementary Education; \*Mathematical Models; Reading Research; Reading Skills

IDENTIFIERS- Emergent Literacy; \*Parallel Distributed Processing

A study compared a parallel distributed processing (PDP) model with a more traditional symbolic information processing model that accounts for early reading acquisition by human subjects. Two experimental paradigms were simulated. In one paradigm (a "savings" paradigm) subjects were divided into two groups and trained with two sets of stimuli: consistent orthographic representation of voicing, or inconsistent mapping of orthography onto voicing. A total of 32 simulated trials were generated with each model. Analysis of the savings paradigm data for the symbolic model revealed no significant main or interaction effects. Analysis of the PDP data revealed significant main and interaction effects. A second paradigm involved a forced-choice task testing subjects' ability to make use of analytic generalization. A total of eight simulated trials were generated with each model. Analysis indicated no significant difference between the symbolic model and chance performance, while the PDP model had perfect performance, indicating that the network had learned to make use of the orthography-voicing relationship implicit in the stimuli. Findings suggest that, in the domain of early reading acquisition, the problem with the PDP model approach is not that it is too weak but that it is too strong--even the simplest PDP models exhibit learning beyond what is observed in human subjects faced with similar learning tasks. (Contains 18 references. An appendix of data is attached.) (RS)

ED 366 915

CS 011 592

White, Sheida; Kapinus, Barbara  
1994 NAEP Assessment in Reading.

PUB DATE- Jan 94

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

\*Student Evaluation; Writing Achievement  
IDENTIFIERS- \*Student Centered Assessment

Informal assessment ties evaluation and teaching together. Through systematic observation, teachers gather useful, instructional information as learners engage in the processes of reading, writing, speaking, and listening. Informal assessment measures suggested by researchers and language arts teachers include anecdotal records, informal inventories, running records, conferences, writing samples, observational checklists, think-aloud protocols, and self-assessment. Several specific strategies for organizing informal assessment have been found to be useful: using an expandable file folder to store the variety of assessment measures; placing the file folders in an easily accessible location in the classroom; and creating an organizational sheet to help teachers focus on the goals of instruction and instructional strategies. Using informal assessment successfully depends not only on the organized use of a variety of measures for assessment, but also on the accurate interpretation of the information gathered. Using multiple measures in an organized, systematic procedure allows teachers to make accurate, informed decisions based on various assessment instruments. (Five figures representing various informal assessment measures are included.) (RS)

ED 366 937

CS 011 616

Reading Recovery: The Executive Summary 1984 to 1993.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC. National Diffusion Network.

PUB DATE- 94

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Demonstration Programs; Early Intervention; Grade 1;

High Risk Students; Primary Education; Program Effectiveness;

Reading Difficulties; \*Reading Improvement; Reading Research;

\*Remedial Programs; \*Remedial Reading

IDENTIFIERS- \*Reading Recovery Projects

This booklet summarizes the activities of Reading Recovery programs in North America for the period 1984 to 1993. The first section of the booklet provides an overview of the program, presents a typical Reading Recovery lesson, and discusses professional staff development in Reading Recovery. The second section considers whether Reading Recovery works, including research and data collection and what program participants say. The third section discusses implementing the program at the district level and models of implementation. Two tables and one figure of data are included. Contains 42 references. (RS)

ED 366 938

CS 011 617

Salinas, Analida; And Others

Reading Recovery Program Evaluation. Report 1992-93.

PUB DATE- Nov 93

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Early Intervention; Grade 1; High Risk Students;

Primary Education; Program Effectiveness; Reading Difficulties;

\*Reading Improvement; Reading Research; Reading Strategies;

critical thinking, while the fifth article concentrates on the idea of sequencing assignments and gives an example of a sequence based on a central theme. (NKA)

ED 366 956

CS 214 202

Zeakes, Samuel J.

Use of Case Studies for Stimulating Thinking and Learning.

PUB DATE- Mar 92

NOTE- 8p.; Paper presented at the College Teaching and Administration Conference (Orlando, FL, March 1-4, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Case Studies; Class Activities; \*Content Area Writing; Higher Education; \*Medical Case Histories; Medical Education; Teaching Methods; Writing Exercises

IDENTIFIERS- Writing Contexts; \*Writing Thinking Relationship

Noting that a case-study approach can stimulate student thinking and learning, this paper describes how students in a writing-intensive course on parasitology wrote brief medical case studies of parasites already studied for other students to read, evaluate, and identify the parasite. The paper presents a brief description of the course, an outline of the case-study format, an original, uncoded version of a student-written case study, the same case study coded to identify key medical information in the case study, a table listing key terms used in identification of the parasite from the case study, and a list of 12 advantages of the case study writing exercise. (RS)

ED 366 957

CS 214 203

Horn, Jeanette

An Exploration into the Writing of Original Scripts by Inner-City High School Drama Students.

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.

PUB DATE- 92

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cooperative Learning; High Schools; High School

Students; Inner City; \*Playwriting; Production Techniques;

Scripts; Student Attitudes; Student Reaction; \*Theater Arts;

Urban Education; \*Urban Youth; Writing Research

IDENTIFIERS- Collaborative Writing; New York City Board of Education; \*Writing Development

A study explored how ethnically diverse students in an urban high school worked collaboratively to conceive and execute original theater pieces that addressed issues of relevance to them. Subjects, 29 of the original 51 seniors in the theater institute program at Hillcrest High School, New York City, completed pre- and posttests, written statements, and logs. Data also included interviews with students, tape recordings of student discussion and rehearsals, audience reaction, and feedback from other teachers and the principal. Results indicated that: (1) classroom attendance increased; (2) students took more and more responsibility and became more proactive; (3) students used both their local and school

D. Peterson, institutional director, is also included. A list of current literature titles that may be used as supplementary texts in classes comprised of youth from diverse backgrounds and achievement patterns, and a selected bibliography for educators interested in writing instruction and literature instruction are attached. (RS)

Ed 366 977

CS 214 228

Hunter, Lew

Lew Hunter's Screenwriting 434.

PUB DATE- 93

NOTE- 353p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Characterization; Creative Writing; Films; Graduate Study; Higher Education; \*Scripts; \*Writing Processes; \*Writing Strategies

IDENTIFIERS- Idea Generation; Professional Writing;

\*Screenwriting; Writing Contexts

Based on the Screenwriting 434 graduate-level seminar at the University of California Los Angeles, this book guides readers/students through every step of the screenwriting process by putting them through the actual writing of an original script. Chapters in the book are: (1) Ideas; (2) The Two-Minute Movie; (3) Building Your Characters; (4) The Outline for You and "Them"; (5) The Act One Script; (6) The Act Two Script; (7) The Act Three Script; and (8) The Rewrite(s). (RS)

Ed 366 978

CS 214 229

Small, Robert C., Jr.; Strzepek, Joseph E.

A Casebook for English Teachers: Dilemmas and Decisions.

PUB DATE- 88

NOTE- 208p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- Black Literature; \*Case Studies; Censorship; Class Activities; \*English Instruction; Gifted; Grouping (Instructional Purposes); Higher Education; Plagiarism; Poetry; Preservice Teacher Education; Research Papers (Students); Role Playing; Secondary Education; Spelling; Writing Assignments; Writing Evaluation

IDENTIFIERS- \*Case Method (Teaching Technique); English Teachers

Built around the case method approach recommended by the Carnegie Foundation in their report "A Nation Prepared: Teachers for the 21st Century," this hands-on, practical book presents 33 cases to absorb, analyze, and solve. The cases in the book dramatize the learning difficulties of students and the instructional options of teachers and are arranged in the order in which they might be expected to happen during the school year. Cases in the book are: (1) The Immoral Book; (2) Dialect Prejudice; (3) Thinking for Yourself; (4) Ethnic Literature or Just Literature?; (5) Writing: Creative, Practical, or Is There Any Difference?; (6) Killing "Caesar" (7) Poetry Is Boring; (8) Role Playing; (9) I Never Could Spell; (10) Writing Groups; (11) The Unread Story; (12) Heterogeneous Grouping; (13) Forgotten Words; (14) Teaching the Novel; (15) Monotonous Sentences; (16) Why Can't We Read What We Want to Read?; (17) Declining Reading Scores; (18) Mechanical Errors in Writing;

and allow production and engineering teams to focus on quality, design and project planning issues, and the group communication process. (RS)

ED 366 998

CS 508 451

Mandeville, Mary Y.

The Effects of Communication on Career Decision Making Anxiety.  
PUB DATE- Nov 93

NOTE- 40p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Career Awareness; \*Career Planning; \*Communication Apprehension; Communication Research; Decision Making; Higher Education; Pilot Projects; Questionnaires; \*Speech Communication; \*Student Attrition; Undergraduate Students

IDENTIFIERS- Speech Communication Education

A pilot study investigated the relationships of career indecision, communication anxiety, and attrition of university students. Ten honors students from a college of arts and sciences were invited to a 3-day intensive focus on career decision making. The honors students reported satisfaction with the 3-day program. Information from these students was used to develop a career indecision questionnaire. The Career Anxiety and Career Indecision Questionnaire was administered to 50 students in 2 sections of the basic speech communication course at a Southwestern multi-university before the first speaking project. Results indicated that there are problems with career indecision at universities, that communication anxiety does exist, and that student attrition might be the result of these frustrations. Helping to impede student attrition caused by career indecision, communication anxiety, and lack of information and frustration is a natural undertaking for instructors in the basic speech communication course. Basic speech communication instructors have the power to guide students along positive and productive future tracks. (Contains 73 references.) (RS)

ED 366 999

CS 508 452

Derryberry, Bob R.

Developing Ideas through Forensics.

PUB DATE- 19 Nov 93

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Class Activities; \*Communication Skills; \*Debate; Higher Education; \*Speech Communication; Writing Processes

IDENTIFIERS- Debate Tournaments; \*Idea Generation; \*Speaking Thinking Relationship

If forensic activity is to contribute to student growth and development, careful attention must be given to training and experience in developing ideas. Borrowing from the time-honored premise of invention, forensics educators should highlight

facilitate adoption of the oral competence assessment proposal. To date, the proposal and recommendations remain officially tabled while pressures for oral communication assessment continues to mount. Some faculty members are taking a proactive stance by revising and using the procedures outlined in the proposal. (Twenty-one notes are included; a speech performance evaluation form, the pilot participation questionnaire, and an appendix of data are attached.) (RS)

ED 367 018

CS 508 475

Bourhis, John; And Others  
School and Home Environments as Contributing Factors in the  
Development of Communication Apprehension in Children.

PUB DATE- Nov 93

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Communication Apprehension; Communication Problems;  
Communication Research; \*Educational Environment; Elementary  
Secondary Education; \*Family Environment; Higher Education;  
Predictor Variables; Undergraduate Students

IDENTIFIERS- Communication Behavior

A study examined school and home variables as contributing factors in the development of communication apprehension in children. Subjects, 89 undergraduate students in 2 sections of a semester-long course in organizational communication and two sections of an introductory level course in interpersonal communication at a midwestern university, volunteered to take home instrument packets over their Thanksgiving vacation to be completed by parents and up to four siblings. Results indicated that positive reinforcement and encouragement by parents in the home and fathers' level of communication apprehension were the two most significant predictors of children's level of communication apprehension. Findings suggest that grade school, high school, and college environments were not significant predictors of a child's level of communication apprehension. (One table of data is included. Contains 32 references.) (RS)

ED 367 019

CS 508 476

Hunt, Steve; Inch, Ed  
Evaluating or Assessing the College or University Debate Program.  
PUB DATE- Nov 93

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*Debate; Educational Assessment; \*Evaluation  
Methods; Evaluation Problems; Higher Education; Outcomes of  
Education; \*Program Evaluation

IDENTIFIERS- Authentic Assessment; Program Objectives

While no one instrument can accurately evaluate or assess every

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- \*Business Communication; Class Activities; Higher  
Education; \*Interpersonal Communication; Introductory Courses;  
Role Playing; \*Sex Differences; \*Speech Communication; Teaching  
Methods

IDENTIFIERS- \*Communication Behavior

Students should become acquainted with gender communication differences in basic communication courses so that they can more effectively deal with each other. Very few business communication textbooks acknowledge that gender sensitivity is an important criterion. Also, instructors unintentionally ignore or trivialize the issue of gender sensitivity. Most instructors value modeling as a method for subtly teaching new concepts and behaviors to students. Instructors should take the time at the beginning of the semester to explain their policy on gender sensitive behavior as it applies within the confines of the classroom. Guests of both sexes can be invited to visit the classroom and relate their experiences. Students could be asked to write "mini papers" based on interviews with members of corporations. Readings for the course should contain literature that discusses gender communication. Role-playing situations (such as job interviews, group decision making processes, and "audience adaptation") benefit students by reinforcing the instructor's lecture as well as classroom discussion. Class activities ("supportive speeches," self-analyses of career goals, and "powerful" versus "powerless" language) may also be useful. Faculty training (panel discussions, faculty observation, and informal faculty discussions) are needed to make faculty aware of the need for changes in classroom climate and the material itself. (Contains 16 references.) (RS)

ED 367 038

CS 508 496

Millsap, Susan P.

A Feminist Perspective on Argumentation: An Examination of the  
Toulmin Model.

PUB DATE- Nov 93

NOTE- 22p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Debate; \*Debate Format; \*Feminism; Higher  
Education; Models; Persuasive Discourse

IDENTIFIERS- Feminist Scholarship; Toulmin (Stephen); \*Toulmins  
Model

This paper presents a narrative (in feminist style) of a debate round in the Lincoln-Douglas format to illustrate the principles of an intercollegiate debate round. In the context of the debate round, the paper examines the Toulmin model for argument and suggests an alternative model. The paper also challenges specific debate practices with alternative practices attempted within the framework of the narrative. (Contains 12 references.) (RS)

ED 367 039

CS 508 497

Schnell, Jim

Expansion of the Communication Arts Curriculum Using African-



Succession in administrative positions can affect leadership at a school and educational effectiveness. This book examines succession not as an event, but as a complex social process marked by interactions among a school's faculty and their new principal. The first three chapters comprise the first section and cover the foundations of leader succession in theory and research. In chapter 1, topics include principal succession, socialization, and professional socialization research. Chapter 2 covers leader succession research including effects, boundary delineation, and leadership and managerial issues. Chapter 3 covers the conceptual roots of organizational socialization interaction. The second section includes chapters 4 through 6 and offers the experiences of principals in succession. Chapter 4 covers the faculty perspective in principal succession. Chapter 5 presents an outsider successor's personal view of succession. Chapter 6 includes an analysis of research on the professional and organizational socialization of principals. The third section contains chapters 7 and 8 and covers the future in research and practice in leader succession and socialization. Chapter 7 includes implications for research on leader succession in schools. Chapter 8 offers ways to improve leader succession on schools. (Contains 480 references and an index.) (JPT)

ED 367 059

EA 025 644

Kaufer, Steve

Cost-Effective School Alarm Systems. Security Topics Series.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Alarm Systems; \*Cost Effectiveness; Crime Prevention; Electronic Equipment; Elementary Secondary Education; \*School Safety; \*School Security; Social Control; \*Technology

This document outlines considerations in the selection of a cost-effective school-alarm system. Steps in the planning process include: conducting a district needs assessment; gathering input from all staff levels; consulting technical expertise; and selecting a security system that can be integrated with other site needs. It further describes the elements of an alarm system, the types of sensors and transmitters, installation methods, and specifications of the bidding process. Schools must also consider contracting issues, staffing responsibilities, cost, specifications for the bidding process, quality of the components, and staff authorization. (LMI)

ED 367 060

EA 025 645

Kaufer, Steve

99 Tips for Safe Schools.

PUB DATE- 94

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

affected postsecondary education of students with disabilities in such cases as Brown versus Board of Education of Topeka and a number of cases concerning Section 504. Issues addressed by some of these cases include: (1) faculty academic freedom versus the student's right to appropriate accommodation, (2) course examinations, (3) provision of deaf interpreting services, and (4) the extent of accommodations required. Finally, government involvement through administrative agencies has included actions of the Department of Education Office of Civil Rights. (Contains 42 references.) (DB)

ED 367 080

EC 302 781

Lins, Joyce B.  
Developing Critical Thinking Skills in Young Hearing-Impaired Students, Using Realia, Practice Sessions, and Parent Involvement.

PUB DATE- Jun 93

NOTE- 76p.; M.S. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Critical Thinking; Elementary School Students; Goal Orientation; \*Hearing Impairments; Instructional Effectiveness; \*Language Impairments; Parent Participation; Planning; Primary Education; Program Development; Skill Development; \*Student Projects; \*Thinking Skills

In this practicum, 10 children (ages 6 and 7) with hearing impairments or language delays participated in a 12-week program designed to involve students in the total process of goal setting and achievement, including deciding on necessary materials, designing and following a plan to reach the goal, and producing a product. Parents became involved to observe and to carry the learning over into the home environment. Strategies included making pictorial flow chart plans and following them, conducting hands-on activities, and having students view videotapes of themselves at work. The results of pretesting and posttesting indicated that all 10 students made improvements in their ability to think of materials needed for age-appropriate activities. It was concluded that the strategies increased the critical thinking skills of the students. Appendices contain teacher-made test items (including a checklist for pretesting and posttesting and a performance test), a parent questionnaire, and a letter to parents. (Contains 32 references.) (Author/DB)

ED 367 081

EC 302 782

Randolph, Elizabeth  
Developing Self-Awareness and Self-Acceptance in Emotionally Handicapped Students through the Bibliotherapeutic Process.

PUB DATE- Aug 93

NOTE- 93p.; M.S. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Behavior Development; \*Bibliotherapy; Childrens Literature; Elementary Education; \*Emotional Disturbances; Moral Development; Needs Assessment; Program Development; Program Evaluation; Program Implementation; Resource Room Programs; Self Concept; Student Attitudes; Student Development; Values

This practicum involved the development, implementation, and evaluation of a program which used a bibliotherapeutic approach

individual; and (3) developing and implementing an "action plan." PFP is seen as a complement to Individualized Education Programs and Individual Written Rehabilitation Plans. Two training efforts of the Helen Keller National Center/Technical Assistance Center are described. The newsletter also compares the old system-centered approach with the person-centered PFP approach; explains the components of PFP maps; offers several parents' perspectives on PFP; provides a sample PFP map, a sample action plan, and a list of PFP resources; and examines PFP from the perspective of an individual with multiple disabilities. (DB)

ED 367 102

EC 302 804

Farmer, Vernon L.; Farmer, Betty L.  
Nature and Needs of Learning Disabled College Students: A  
Selected Annotated Bibliography.

PUB DATE- 92

NOTE- 137p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; College Programs; \*College Students; Demonstration Programs; \*Disability Identification; \*Educational Diagnosis; Higher Education; Intervention; \*Learning Disabilities; Models; Student Characteristics; Student Needs; \*Student Personnel Services

This annotated bibliography was prepared as a resource to help institutions of higher education create an institutional climate conducive to the academic success of students with learning disabilities (LD) on their campuses. The entries were compiled from searches of three computerized databases as well as a manual library search. The selected entries were those which used the most valid samplings for their data and presented information having significant implications for colleges and universities concerned with students with learning disabilities. The entries are organized in five categories: (1) background information (19 entries), (2) diagnosis and identification (18 entries), (3) model programs for LD college students (16 entries), (4) developmental education programs and services (22 entries), and (5) support services (45 entries). Within each category, information includes author, title, source or publisher, year, and a brief description. (JDD)

ED 367 103

EC 302 805

Ysseldyke, James E.; And Others

Looking at School Choice: Parents' Comments on Open Enrollment and Their Children with Disabilities. Research Report No. 6.  
Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 92

NOTE- 33p.; For other reports in this series, see ED 363 361-364, EC 302 748, and EC 302 806-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Disabilities; Elementary Secondary Education; \*Free Choice Transfer Programs; \*Gifted; Open Enrollment; \*Parent Attitudes; \*Participant Satisfaction; \*School Choice; Special Needs Students; State Programs; State Surveys; Transfer Students  
IDENTIFIERS- \*Minnesota

Ninety-nine parents of students with special needs who

programs and then outlines their current status, with less than 40 percent of school boards with gifted programs using some form of acceleration. It goes on to analyze acceleration's effectiveness; outline reservations of educators; examine research on social and emotional effects of acceleration; and review identification of candidates for acceleration. Guidelines on how and when acceleration should be used are presented, pointing out that a comprehensive assessment must include noncognitive factors, that acceleration of cohorts of children can help avoid social difficulties, that the system's readiness to support the child must be assessed, and that the possible consequences of not accelerating the child should be considered. A concluding section revisits the definition of acceleration, concluding that it is not simply a controversial theory but a recognition of the needs and skills of individual students. (Contains 24 references.) (JDD)

ED 367 121

EC 302 850

Consumer Involvement in Rehabilitation Research & Practice:

Institute on Rehabilitation Issues (19th).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- 93

NOTE- 78p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Attitude Change; \*Disabilities; Federal Legislation; Models; \*Participative Decision Making; \*Program Development; Rehabilitation Programs; \*Research and Development; Theory Practice Relationship; \*Vocational Rehabilitation

IDENTIFIERS- \*Consumer Participation; \*Rehabilitation Act Amendments 1992

This document was prepared in response to the 1992 Rehabilitation Act Amendments (P.L. 102-569), which provide a legal basis for greater consumer involvement in rehabilitation services. The focus of this document is to: (1) show how persons with disabilities can better participate in their rehabilitation programs; (2) lay the foundation for shifting attitudes about this process; and (3) outline how professionals in research and practice can improve their effectiveness through collaboration with all concerned. After an introductory chapter, the second chapter defines terms used in the study. The third chapter considers the historical and philosophical background of the issue of consumer participation. Next is a review of current systems of rehabilitation research and practice and the relationship of these to consumer involvement. The strengthening of applications from research through the involvement of consumers and practitioners is the focus of the fifth chapter. The sixth chapter proposes a methodology for maximum inclusion of consumers, practitioners, and researchers into the traditional research and development methodology. The following chapter applies this methodology in a case study of "how to devise an equitable approach to counselor performance evaluation." The final chapter presents the 12 recommendations. Appendices include a list of study group members and an illustration of the recommended model. Individual chapters include references. (DB)

ED 367 122

EC 302 851

LaPlante, Mitchell P.

(ED), Washington, DC.  
PUB DATE- Jan 94  
NOTE- 4p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)  
DESCRIPTORS- Cooperative Learning; Elementary Secondary  
Education; Experiential Learning; \*Program Descriptions;  
\*Second Language Instruction; Second Language Learning;  
\*Teaching Methods; Whole Language Approach  
IDENTIFIERS- \*Content Area Teaching; ERIC Digests  
This digest discusses the rationale for integrating language and  
content instruction, and provides an overview of some of the  
program models and teaching techniques that focus on this  
approach. The following program models are highlighted: Content-  
based language instruction, sheltered subject matter teaching,  
theme-based instruction, sheltered instruction, language across  
the curriculum, the adjunct model, and the cognitive academic  
language learning approach. The teaching methods discussed  
include: cooperative learning, task-based or experiential  
learning, whole language approach, and graphic organizers.  
Contains 13 references. (VWL)

ED 367 143

FL 021 842

Beebe, Rose Marie; Leonard, Kathy  
Second Language Learning in a Social Context. ERIC Digest.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- Jan 94  
NOTE- 4p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)  
DESCRIPTORS- Cultural Awareness; \*Cultural Context; Dialects;  
Higher Education; \*Institutional Cooperation; Language Skills;  
Learning Activities; Letters (Correspondence); \*Native  
Speakers; Program Descriptions; \*School Community Relationship;  
\*Second Language Learning; Skill Development; Spanish; Spanish  
Speaking  
IDENTIFIERS- ERIC Digests; \*Iowa State University; \*Santa Clara  
University CA  
This digest describes how foreign language instructors at Iowa  
State University of Science and Technology and Santa Clara  
University (California) have integrated the participation of  
native speakers from their communities into the curriculum in  
ways that allow students to practice their language skills and  
develop a heightened sense of cultural understanding.  
Activities for intermediate and advanced students, for dialect  
study, and for Spanish conversation classes are highlighted,  
and a collaborative project between advanced composition  
students at Iowa State and native Spanish speakers enrolled in  
Santa Clara University is described. (VWL)

ED 367 144

FL 021 843

Gerling, David Ross  
Spanish-Language Ads and Public Service Announcements in the  
Foreign Language Classroom. ERIC Digest.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- Jan 94

of research tools, techniques, and methods, adopting and adapting them where appropriate from content classroom research; re-evaluation of the distinction between process-oriented and product-oriented research; and a more active role for classroom practitioners in applied research. (MSE)

ED 367 163

FL 021 885

Bolito, Rod

A Place for Second Language Acquisition in Teacher Development and in Teacher Education Programmes.

PUB DATE- 91

NOTE- 12p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Applied Linguistics; Cognitive Style; Error Analysis (Language); Foreign Countries; Interlanguage; Language Acquisition; \*Language Teachers; Learning Strategies; Second Language Learning; \*Second Languages; \*Teacher Education; \*Theory Practice Relationship

If teacher education is to train second language teachers to be principled practitioners, it is essential to resist the attraction of panaceas and recipe-type solutions to instructional problems, and to promote teachers' better understanding of what constitutes successful language learning. Second language acquisition (SLA) research, both applied and theoretical, can play an important role in this process, particularly in the areas of interlanguage and errors, learning vs. acquisition, and learning styles and learning strategies. The SLA component in the training program can be presented in the form of basic training in classroom research or incorporated into an experiential learning cycle in either pre-service or in-service training. In the latter case, trainers play a mediating role. However, teachers and researchers must cooperate to turn theory into practice. Teacher trainers can supply both learners, needed as subjects by researchers, and ideas for useful research; researchers can provide research results to be translated into classroom practice. Such collaboration requires that trainers and researchers understand each others' terminology, possibly through an intermediate literature that makes research accessible to classroom teachers. In addition, more teacher training material on SLA is needed. (MSE)

ED 367 164

FL 021 886

Bygate, Martin; Porter, Don

Dimensions in the Acquisition of Oral Language.

PUB DATE- 91

NOTE- 13p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; \*English (Second Language); \*Familiarity; Foreign Countries; Higher Education; Interviews; \*Oral Language; Second Language Learning; \*Second Languages; \*Syntax; Time Factors (Learning); \*Vocabulary Development

Papers, "Papers Presented at..." (150)  
DESCRIPTORS- African Languages; Age Differences; Diachronic Linguistics; Foreign Countries; \*French; \*Kituba; \*Language Patterns; \*Language Role; Language Usage; \*Lingala; Official Languages; Political Influences; Social Change; Uncommonly Taught Languages  
IDENTIFIERS- \*Congo

A study investigated four issues in language usage in the Republic of Congo: (1) the extent of intergenerational language shift; (2) patterns in language repertoire; (3) patterns of language usage among four generations, four topics of conversation, and four different locations; and (4) language usage differences in age groups. The languages considered are French (the official language), two national languages (Lingala and Munukutuba), and mother tongues. Data are drawn from interviews with 253 individuals of different ages and genders and in different locations (Brazzaville, towns, and villages). Results indicate that differences in parental and child language use are least in villages, greatest in the city, with subjects changing more often from mother tongue to Lingala or Munukutuba than to French. Mother tongue knowledge was virtually universal, with knowledge of national languages somewhat less common and French knowledge least common. Younger subjects were more likely to know French or national languages. Distinctive patterns of language use in different domains and by different age groups were also revealed. It is concluded that: national and official languages are gaining in importance; men know and use more French than women; each language type is relatively more important in some domains than in others; and Congo is in linguistic transition. (MSE)

ED 367 184

FL 021 934

Brecht, Richard D.; Walton, A. Ronald  
National Strategic Planning in the Less Commonly Taught Languages. NFLC Occasional Paper.

PUB DATE- Dec 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Educational Planning; \*Educational Policy; \*Public Policy; Second Language Instruction; \*Second Languages; Strategic Planning; \*Uncommonly Taught Languages

Matching national needs in the less commonly taught languages (LCTL) with a capacity to fill those needs through language instruction is discussed. The thesis proposed is that an ongoing strategic planning process must be initiated, aimed at insuring instructional capacity to deliver needed LCTL competencies. In particular, this planning process would be aimed at creating a new national architecture for sustaining LCTL instructional capacity, and would require creation of planning mechanisms for tracking needs and coordinating delivery systems. The planning process would also require a rational, systematic implementation strategy. In the current report, needs and capacities for LCTL are first defined and existing instruction and instructional capacity are assessed briefly. The design of the proposed new architecture for LCTL instruction is summarized, and the relative roles of educational institutions and the disciplinary fields are discussed. Finally, a variety of practical concerns in designing and implementing a strategic planning process are considered. (MSE)

countries. Discussed in section 3 are programs implemented within the framework of other EC policies, including three programs funded by the European Social Fund, experimental training schemes, three programs to promote research, and an initiative to teach European integration at universities. Each program description includes some or all of the following: objectives, role, actions, target group, source(s) of further information, references, and contact point(s). Addresses of offices of the Commission of the European Communities in 12 countries are included. (MN)

ED 366 725

CE 065 525

Burton, Lynn Elen, Ed.

Developing Resourceful Humans. Adult Education within the Economic Context.

PUB DATE- 92

NOTE- 227p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- Adult Basic Education; \*Adult Education; Adult Literacy; Continuing Education; Demography; \*Economic Change; \*Economic Impact; \*Educational Change; Educational Economics; Educational Needs; Educational Objectives; Educational Practices; Educational Trends; Education Work Relationship; Females; Higher Education; \*Human Capital; Human Resources; \*Labor Force Development; Partnerships in Education; Political Socialization; Role of Education; Unemployment

This book, which explores the shifting paradigm from human resource development to developing resourceful humans, establishes the historical position of adult education within the economic context, discusses human capital propositions, and examines the learning dimensions of economic and educational change. The following chapters are included: "Human Resource Development: A Historical Perspective" (Kjell Rubenson); "Human Capital: A High-Yield Investment" (Anthony Patrick Carnevale); "Education for a Changing World" (Erik Solem); "Wilted Flowers-- The Demographic Imperative" (Nicole Morgan); "Women, Work, and Learning" (Linda MacDonald); "We Cannot Afford to Waste a Single Mind: Adult Literacy and Basic Education (Maurice Taylor); "Learning in Communities" (Stephen Brookfield); "Continuing Education and Unemployment" (Derek Portwood); and "Higher Education Partnerships: Practices, Policies, and Problems" (Gerard G. Gold and Ivan Charner). Several papers include substantial bibliographies. Each paper is followed by a commentary. Also included are a glossary and 15 figures/tables. (MN)

ED 366 726

CE 065 528

Adult Literacy in Ohio: A Commonality of Concerns. A Report on the Governor's Literacy 2000 Regional Summits.

PUB DATE- Jun 93

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adult Basic Education; \*Adult Literacy; Change Strategies; \*Educational Change; \*Educational Needs; Educational Planning; Futures (of Society); Needs Assessment; \*Statewide Planning; Strategic Planning; \*Workshops

IDENTIFIERS- \*Ohio; Workplace Literacy



elderhostels; a manual for elderhostel coordinators; lists of participating organizations and project committee members; and a 32-item annotated bibliography on topics such as American Indians, older adults, elderhostels, and participatory research.) (MN)

ED 366 744

CE 065 560

Comings, John; Mullinix, Bonnie  
Exploring What Counts: Research into Adult Basic Education  
Mathematics (RABEM).

PUB DATE- 20 Nov 93

NOTE- 14p.; Paper presented at the Annual Meeting of the American  
Association for Adult and Continuing Education (Dallas, TX,  
November 20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Adult Basic Education; \*Adult Learning; Educational  
Research; Educational Testing; Instructional Materials;  
\*Mathematics Instruction; \*Student Evaluation; Teacher  
Characteristics; Teacher Qualifications; \*Teaching Methods

A study sought to identify and examine key factors that influence  
adult basic education (ABE) mathematics instruction in  
Massachusetts and to develop a detailed picture of the adult  
basic math learning environment. Phase I involved a survey by  
questionnaire directed at the entire Massachusetts population  
of instructors and program directors involved in ABE math  
instruction. Responses were received from 141 teachers and 78  
administrators. Phases II and III used a combination of in-  
depth interviews with 15 instructors and 13 learners and 2 sets  
of classroom observations to assess current teaching practices,  
skills, and attitudes toward mathematics among teachers of  
mathematics based in a variety of ABE programs. Although over  
61 percent of instructors used questioning several times a  
session, only 20 percent found this to be one of their most  
important methods; 28 percent felt that repeated practice and  
worksheets were most effective; and 22 percent identified group  
problem solving and cooperative learning as the most effective.  
Most programs used the Test of Adult Basic Education to record  
levels and occasionally place learners in class, but few  
instructors relied on it to diagnose needs or assess learner  
progress. Roughly three-fourths of instructors had only basic  
high school math, 11 percent had teacher certification, and 11  
percent held a masters in education. Many math classes were  
taught based on curriculum developed by instructors (41  
percent), groups or instructors (21 percent), or programs (18  
percent). (The research framework is appended.) (YLB)

ED 366 745

CE 065 561

Wolensky, Kenneth C.  
Enhancing Labor's Commitment to Total Quality Management: A  
Review of Literature.

PUB DATE- Nov 93

NOTE- 12p.; Paper presented at the Annual Meeting of the American  
Association for Adult and Continuing Education (Dallas, TX,  
November 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Speeches, Conference Papers, "Papers Presented at..."  
(150)

documentation for project activities. Appendixes include the following: committee and staff meeting minutes, needs analysis instruments and results, executive summaries for workshops, teleconference report, products of the grants, course syllabi, workshop evaluations, and tech prep presenter database.) (YLB)

ED 366 763

CE 065 601

Programs for Single Parents, Displaced Homemakers, Single Pregnant Women. A Resource Manual.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.

PUB DATE- 93

NOTE- 387p.

LANGUAGE- English

EDRS Price- MF01/PC16 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Academic Persistence; Alcohol Education; Career Counseling; \*College Programs; Community Colleges; Counseling Services; Day Care; \*Displaced Homemakers; Drug Education; Educational Legislation; Federal Legislation; Females; Housing; Job Placement; Library Services; Linking Agents; Mentors; \*One Parent Family; \*Pregnant Students; Records (Forms); Referral; Scholarships; Seminars; \*Services; Skill Development; Social Support Groups; State Agencies; Student Evaluation; Student Recruitment; Transportation; Tutoring; Two Year Colleges; Vocational Rehabilitation; Workshops

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; Job Training Partnership Act 1982; \*Texas

This guide contains information about academic support services available to single parents, displaced homemakers, and single pregnant women at community, junior, and technical colleges throughout Texas. Over three-fourths of the guide is devoted to program information in the form of brochures, flyers, and forms supplied by representatives of approximately 69% of 59 programs contacted prior to the manual's development. Some program descriptions feature one or two effective activities, whereas others present generic information on the various programs on a given campus. Included in the program materials is information on the following types of available services: child care, skills training/tutoring, transportation, counseling/advising, support groups/mentoring, textbook loans/libraries, job readiness, placement, housing, seminars/workshops, sample forms/brochures, scholarships, referral/linkages, recruiting, newsletters, assessment/evaluation, recognition/articles, and alcohol/drug awareness. A foreword, index of programs by activity, and history of the Carl D. Perkins Acts of 1984 and 1990 are included along with information on the following: Displaced Homemaker Network, Job Training Partnership Act, Texas Department of Human Services, Texas Employment Commission, Texas Rehabilitation Commission, and Women's Bureau. Appended are sample intake forms for five programs. (MN)

ED 366 764

CE 065 602

Personnel Development for Staff Delivering Special Population Services, Participant's Workbook. Presenter's Manual.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.

PUB DATE- 93

NOTE- 181p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

interviews. None of the individuals interviewed had a complete understanding of tech prep's role. Teacher and administrator perceptions of tech prep varied by school. Although the project was considered vital by agricultural teachers, it received little support from academic teachers and administrators. Among their concerns were time constraints, policies and procedures that limit interaction, and future funding. Increased business involvement in the project was considered crucial. Student attitudes toward tech prep were mixed. They cited concerns in several areas, including lack of communication, scheduling, and program relevance. Future research/evaluation projects to address issues identified in the pilot study were recommended. (Appended are interview guides and summary concept maps.) (Contains 34 references.) (MN)

ED 366 781

CE 065 662

Sutphin, Dean; Newsom-Stewart, Mhora  
Research and Evaluation Pilot Report 1992.

SPONS. AGENCY- New York State Education Dept., Albany.

PUB DATE- 92

NOTE- 77p.; Product of the Agri Tech Prep 2000 Consortium. For related documents, see CE 065 661-664. Appendix D contains small type.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Agricultural Education; Career Choice; Economic Status; Educational Attainment; Field Tests; Grade 10; High Schools; Pilot Projects; Questionnaires; School Attitudes; State Surveys; Statewide Planning; Student Attitudes; \*Student Characteristics; \*Student Educational Objectives; \*Student Interests; Student Motivation; Work Experience

IDENTIFIERS- \*Agri Tech Prep 2000 Project; New York; \*Tech Prep

A pilot study was conducted to field test instruments that could be used to assess, evaluate, and improve curricula to be used in the Agri Tech Prep 2000 (ATP 2000) project. The project features a 4-year tech prep program linking New York high school and postsecondary curricula to prepare students for careers in agriculture or acceptance into a college-level agriculture program. A survey instrument focusing on students' economic/family backgrounds, career interests, knowledge/perceptions of agriculture, educational background/interests, work experience, and personality traits was administered to 172 10th-grade students at 5 pilot schools associated with ATP 2000. The Strong Interest Inventory was administered to 108 students. The content validity of the researcher-developed instrument was confirmed, and its findings were summarized for use in future curriculum development. According to the survey instruments, most students did not perceive the integration of agriculture and academic courses, 30.9% planned to attend a four-year college, 19% planned to attend a two-year college for their terminal degree, and an additional 17% planned on attending a two-year college before transferring to a four-year institution. (Appendixes constituting over half this document contain the survey, survey administration instructions, selected findings, and the Strong Interest Inventory.) (MN)

ED 366 782

CE 065 663

Sutphin, Dean; And Others

Teacher Development Program for ATP 2000. Project Report.

SPONS. AGENCY- New York State Education Dept., Albany.

guidance and education. Students completed pre- and posttest questionnaires, both of which included a scale to measure the treatment effect of the four-part career decision-making process. An independent measures t-test indicated that students who were exposed to the experimental treatment scored significantly higher on decisional closure. The study concluded that short-term programs have value as a group career counseling model. (Author/KC)

ED 366 799

CE 065 703

Wirth, Arthur G.

An Emerging Perspective on Policies for American Work and Education for the Year 2000: Choices We Face.

PUB DATE- 4 Dec 93

NOTE- 19p.; Paper presented at the Annual Conference of the American Vocational Association (Nashville, TN, December 3-7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Academic Education; Business Administration; Critical Thinking; \*Educational History; \*Educational Needs; Educational Trends; Education Work Relationship; Employer Employee Relationship; \*Futures (of Society); High School Graduates; \*Integrated Curriculum; \*Noncollege Bound Students; Postsecondary Education; Secondary Education; \*Technology Education; Work Attitudes

As the United States and the rest of the world moves into an electronic-driven postindustrial revolution that is replacing the factory industrialism of the beginning of the century, new realities call for change in the workplace and the education system. Declining wages, increased unemployment, and a lowered standard of living have occurred as the vestiges of the factory model are used to try to manage the new work and the new work force. That model, described by Frederick Taylor as breaking down skills so that any job could be learned in 15 minutes, is not suitable for the work and the work force of today and the next century. Instead, if the increasing polarization of those who "have" technology and those who "have not" is to be slowed, work must become increasingly complex and require higher-level thinking skills of workers. Thomas Dewey's idea of teaching many types of skills though an industrial weaving model can be used so that all students gain technological skills as they learn to think and solve problems. In a learning society, the old styles of the division of management and labor must be replaced by cooperative learning and problem solving if the United States is to survive and compete in the global economy. (Contains 13 references.) (KC)

ED 366 800

CE 065 704

Adams, Jan; And Others

Competency Gauged Writing Activities for Middle Grade Students Prompted by Needs of Technology Education.

PUB DATE- 5 Dec 93

NOTE- 76p.; A presentation based on this report was made at the Annual Conference of the American Vocational Association (Nashville, TN, December 3-7, 1993)

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..."

training; and telecommunications initiatives for placebound health professionals. The HPRP summarizes supply, demand, distribution, and requirement data for eight health care professions and reports that a distribution problem creates shortages of primary care providers in parts of Washington. These shortages are geographic and population specific, with most physician shortages occurring in rural counties. The HPRP gives priority to agency and institutional activities that increase the access of rural, urban underserved, and minority target populations to health care providers. It provides fiscal requirements for implementation of these activities: assessment, recruitment and retention, minimize regulatory impact, cultural competency of health personnel, geographic distribution of health providers, and educational data collection and analysis. Appendixes include a discussion of the 1992 Education Inventory. (YLB)

ED 366 818

CE 065 732

Ascher, Carol; Flaxman, Erwin

A Time for Questions: The Future of Integration and Tech Prep. A Report of a Three-Day Summit (Washington, D.C., June 27-29, 1993).

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Academic Education; \*Articulation (Education);

\*Change Strategies; Counseling Techniques; Educational Change; Educational Environment; Educational Needs; Educational Objectives; Educational Policy; High Schools; \*Integrated Curriculum; Needs Assessment; Partnerships in Education; Politics of Education; Professional Development; \*Program Implementation; School Business Relationship; School Counseling; Standards; Track System (Education); Two Year Colleges; \*Vocational Education

IDENTIFIERS- \*Tech Prep

A 3-day summit of researchers, policymakers, administrators, practitioners, and other concerned individuals examined the organizational, instructional, and political problems in implementing integration and tech prep (I/TP) programs. The following propositions emerged from the discussions: (1) I/TP face numerous structural and professional obstacles; (2) historic division of high schools into classes for college- and noncollege-bound students impedes the promise of I/TP to end tracking; (3) full partnership of business/industry in workplace learning is critical to its success; (4) new standards and evaluation tools are required for I/TP to demonstrate success; (5) new strategies for professional development must be created to support I/TP; (6) I/TP change guidance and counseling practices; and (7) I/TP can be either facilitated or hindered by the policy and political environment in which they are implemented. Included among the recommendations for facilitating I/TP were calls to communicate the vision of curriculum I/TP, link I/TP to other reforms, demonstrate how students can profit from good I/TP programs, create a new assessment and credentialing system, develop new collaborative forms of research, clarify the possibilities of the workplace as an instructional site, and create a supportive policy environment. (Appended is a list of summit

actually seeking training for its staff. Dissemination options were investigated. (A program evaluation checklist is appended. Contains 52 references.) (YLB)

ED 366 837

CE 065 772

Choosing the Right Training Program: A Guidebook for Small Businesses.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 93

NOTE- 43p.; For a related report, see CE 065 771.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Business Administration; \*Evaluation Criteria; \*Guidelines; \*On the Job Training; Organizational Development; Postsecondary Education; Program Effectiveness; \*Program Evaluation; \*Small Businesses

This guide was developed to help small business owners and managers select effective programs for their companies. Seven guidelines to help the small business manager analyze and compare programs and predict training effectiveness are presented in the form of questions. They are: (1) Are the training objectives specific? (2) Is the structure logical? (3) Can you measure the learning? (4) Does the training method suit the content? (5) Does the program allow active participation? (6) Does the program use examples and materials from employees' jobs? and (7) Do employees get feedback on their performance? These guidelines are based on training principles derived from many years of research with adult learners and from the experiences of professional trainers and educators. As each guideline is introduced, its corresponding training principle is described, and examples from real training courses are provided. The book is organized in four chapters. The first two short chapters deal with preliminary considerations: chapter 1 asks if training is the answer to improving the situation, and chapter 2 helps the manager define the company's constraints on cost and scheduling and then presents some ideas about where to find potential programs and how to collect information about them. The third and central chapter introduces the seven guidelines, showing how they can be used to analyze and compare the training and education programs that have been identified and discusses each guideline and the training principle on which it is based. The final chapter discusses several techniques for making certain that employees apply what they learned from the training to their jobs. The book also includes a checklist of the guidelines that can be used to analyze and compare different training and education programs. (KC)

ED 366 838

CE 065 773

Gryskiewicz, Stanley S., Ed.

Discovering Creativity. Proceedings of the International Creativity & Innovation Networking Conference (6th, Greensboro, North Carolina, September 1992).

PUB DATE- 93

NOTE- 247p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Books (010)

DESCRIPTORS- \*Business Administration; \*Creative Thinking;

Gladding, Samuel T.  
Effective Group Counseling. ERIC/CASS Digest.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- Apr 94  
NOTE- 3p.; For a book on this subject, see ED 362 822.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)  
DESCRIPTORS- \*Counseling Effectiveness; \*Counseling Techniques;  
\*Group Counseling  
IDENTIFIERS- ERIC Digests

This digest focuses on group counseling and how counselors can learn to lead groups effectively. There is a natural tendency for people to gather in groups for mutually beneficial purposes. A section on beginning counseling groups stresses the importance of pregroup planning. A number of issues that can affect the effectiveness of groups are addressed, including the objectives of group counseling, group membership and the screening of potential group members, rules in counseling groups, the time and place of group meetings, and group dynamics. A section on group stages provides a brief overview of the five stages that groups go through: (1) dependency or forming; (2) conflict or storming; (3) cohesion or norming; (4) interdependence or performing; and (5) termination or adjourning. The next section deals with group counseling skills. Important interpersonal skills that leaders of effective counseling groups need to employ are discussed, including active listening, linking, blocking, and summarizing. The digest concludes that conducting effective group counseling relies on the preparation of group leaders and their abilities to plan and conduct groups. (NB)

ED 366 857

CG 025 201

Berry, James E.; Stickel, Sue A.  
Teambuilding for Better Decision-Making. An Interdisciplinary Course for Educational Leaders.  
PUB DATE- 10 Feb 94  
NOTE- 7p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, Sarasota, FL, February 9-12, 1994).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Administrator Role; \*Administrators; \*Decision Making; Elementary Secondary Education; \*Experiential Learning; Graduate Students; Higher Education; \*Interdisciplinary Approach; Masters Programs; School Districts; \*Team Training  
This document describes an interdisciplinary course in educational administration designed to develop teambuilding capabilities. The experiential, interdisciplinary approach of the course used the knowledge bases from both educational leadership and guidance and counseling. It is noted that the teambuilding course was designed as a combination of both didactic and experiential components, and that content areas include shared decision-making, historical perspectives, change theory, role of school personnel, basic facilitative skills, and group process theory. A one-day challenge course based on a type of experiential education called adventure learning is described as a cornerstone of the course. Participants, 15 practicing educators, are described and the course format is

Emotionally Based School Problems" (Boultswood, Wheatley, and Gardiner); and (25) "Whole School Effective Discipline Approach at Lawrence Hargrave SSP" (Klein, Rapp, Mason, Rayment, Deacon, Lee, and Nould). (NB)

ED 366 876

CG 025 222

Pollard, John A.; Houle, Denise M.  
Student Assistance Program Demonstration Project Evaluation.  
Final Report.

SPONS. AGENCY- California State Dept. of Alcohol and Drug  
Programs, Sacramento.

PUB DATE- May 93

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Elementary School Students; Elementary Secondary  
Education; Models; \*Program Effectiveness; Program Evaluation;  
\*Pupil Personnel Services; Secondary School Students; \*Student  
Needs

IDENTIFIERS- \*Student Assistance Programs

This document presents the final report on the evaluation of California's model student assistance program (SAP) demonstration projects implemented in five locations across the state from July 1989 through June 1992. The report provides an overall, integrated review of the evaluation of the SAP demonstration projects, summarizes important findings from previous evaluation phases, reports evaluation activities for the project's third year, and addresses four questions: (1) how successfully did the SAPs develop their administrative structures and organization? (2) who were the students who participated in the SAPs? (3) how effectively did the SAPs deliver services to students? and (4) did the SAPs have a positive impact on participating students? Section 1 of the report provides an introduction to the SAP project. Section 2 presents a review of the political and organizational development of the demonstration projects. Section 3 provides a summary of the 1990-91 process evaluation. Section 4 details the third-year evaluation effort which was dedicated to the evaluation of the impact on students of the SAP demonstration projects. Key issues include the development of the evaluation methodology, the analysis of data, and the interpretation of results. Section 5 includes an integration of all 3 years of evaluation findings, providing some of the insights and recommendations regarding the demonstration projects and the functioning of SAPs. (NB)

ED 366 877

CG 025 223

Griffin, William V.  
Independent Living Program Strategies for the 1990s: Developing a  
Comprehensive Adolescent Independent Living Program Plan.

PUB DATE- 92

NOTE- 172p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Adolescents; \*Foster Care; Foster Children;  
\*Independent Living; \*Planning; \*Program Development

This book addresses the basic issues that require resolution in the design of an effective, comprehensive independent living program for adolescents who are moving out of foster care



has identified. Chapters are divided by their target grade and age level. Curricula are listed by the youngest grade which they target. For each entry, information is provided on the target injury, the target grade, a description of the program, support materials, how to obtain further information, cost of the program, and comments. At the end of each chapter is a list of curricula described in earlier chapters. An index cross-references entries by the specific injury areas. A final chapter lists addresses where additional non-curricular materials can be acquired. Curricula listed under early childhood deal with children's pedestrian safety, burns, playground safety, bicycle safety, and spinal cord injuries/traumatic brain injuries. At the elementary level, curricula deal with bicycling safety and health promotion. At the middle school level, curricula focus on managing anger, skills for injury prevention, and stopping violence. At the high school level, the curriculum concentrates on family and dating violence prevention. (NB)

ED 366 895

CG 025 249

Claus, Richard N.; Quimper, Barry E.  
Dropout Study 1991-92. Evaluation Report.

PUB DATE- Apr 93

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Dropouts; \*High Risk Students; High Schools; \*High School Students; Potential Dropouts; Program Effectiveness

IDENTIFIERS- \*Saginaw City School System MI

This report presents the dropout rate for students in grades 9 through 12 in the School District of the City of Saginaw (Michigan) for the 1991-1992 academic year. Student enrollment and dropout data are presented for each junior high and high school in the district, showing that 128 (4.4%) of the 2,906 secondary school students in grades 9-12 dropped out prior to graduation. Dropout data are presented and discussed by gender, by grade, by age, by racial/ethnic background, and by reason for dropping out. A summary section notes that: (1) the dropout rate of 4.4% represents a decrease in the dropout rate from the 1990-1991 rate of 6.6%; (2) approximately 59% of dropouts were males; (3) 48.4% of dropouts were high school seniors, while only 5.5% were ninth graders; (4) 18-year-olds comprised the largest group of dropouts by age; (5) black students comprised the largest enrollment group and the largest group dropping out (71.1%); (6) the percent of Hispanic dropouts was slightly greater than their percentage of district enrollment; and (7) the most frequently cited reason for dropping out was lack of interest. Recommendations, based on these findings, are presented. Relevant tables and data forms are appended. (NB)

ED 366 896

CG 025 250

Walker, Doren H.  
Pre-Adolescent Children's Reaction to Divorce.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Child Custody; Childhood Needs; \*Children; \*Coping; \*Divorce; \*Emotional Adjustment; Emotional Development; Family

DESCRIPTORS- Achievement Tests; Elementary Secondary Education;  
\*Evaluation Methods; Literacy; \*Reading Achievement; Reading  
Diagnosis; \*Reading Tests  
IDENTIFIERS- \*National Assessment of Educational Progress;  
Reading Uses

To help teachers, policy analysts, and others understand the 1994 National Assessment of Educational Progress (NAEP) Assessment in Reading, this journal issue presents the objectives and examples of how students in grades 4, 8, and 12 will be assessed. The issue discusses NAEP's view of reading; key features of the assessment; reading purposes; reading stances; and question types and allocation of testing time. A table listing aspects of reading literacy in the 1994 NAEP assessment, and a table presenting the distribution of items and percentage of assessment time by question type and grade are included. (RS)

ED 366 916

CS 011 593

Herrmann, Beth Ann, Ed.  
The Volunteer Tutor's Toolbox.  
PUB DATE- 94

NOTE- 149p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Collected Works - General (020)

DESCRIPTORS- Adult Basic Education; Elementary Secondary Education; Instructional Effectiveness; \*Literacy Education; Parent Participation; \*Tutorial Programs; \*Tutoring; \*Volunteers  
IDENTIFIERS- \*Tutor Role

Intended for volunteers in community literacy programs, one-on-one tutors, or parents who want to support classroom learning, this book presents tutoring ideas, teaching activities, and evaluation suggestions. The book guides tutors as they teach students to become independent learners and shows tutors how to provide support but not "do" the work for students. The book also offers advice to tutors in adjusting their role and establishing positive working relationships with learners. Chapters in the book are: (1) "Practical Tips for Volunteer Tutors" (Judy Nichols Mitchell); (2) "Effective Literacy Instruction" (Beverly Griffin Cox and Joy Garton Krueger); (3) "Building Characteristics of Successful Readers and Writers" (Beth Ann Herrmann and others); (4) "Helping Learners Complete Assigned Work" (Jeanne Shay Schumm and Kathleen A. Hinchman); (5) "Effective Literacy Assessment" (Jeri Sarracino and others); and (6) "Where To Go When You Need More Help" (Bird B. Stasz and Bob Schlagal). An afterword called "Some Final Thoughts about Literacy and Tutoring" (Bird B. Stasz) concludes the document. (RS)

ED 366 917

CS 011 594

Kroeker, Tirza; Henrichs, Margaret  
Reaching Adult Learners with Whole Language Strategies.  
PUB DATE- 93

NOTE- 248p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher)  
(052); Guides/Methods/Techniques (For Practitioners) - Non-

\*Remedial Programs; \*Remedial Reading  
IDENTIFIERS- McAllen Independent School District TX; \*Reading  
Recovery Projects

A study evaluated the effectiveness of the first two years of the Reading Recovery program at the McAllen Independent School District, Texas. Thirteen campuses participated in the first year (1991-92) while 16 campuses participated in 1993. In addition, the Literacy Program, designed to expand the positive effects of Reading Recovery strategies in a different format, was started at seven Chapter 1 campuses, where appropriate data from the first two years of the Reading Recovery program were contrasted. Results indicated: (1) students who completed the program in 1992 and 1993 had a high discontinued exit rate (89% and 86%); (2) students served in the second year had a better than average chance of not being retained in the first grade; (3) all discontinued Reading Recovery students showed growth on a diagnostic survey; (4) Iowa Tests of Basic Skills scores for students in both years were in the second quartile instead of the bottom quartile as expected without intervention; (5) teachers, parents, and administrators felt the program was very effective; and (6) the program had a long-term cost benefit to the school, the student, and society. Fourteen figures of data are included with an appendix of data. (RS)

ED 366 939

CS 011 619

Magliacano, Karen

The Effect of a Child's Age at School Entrance on Reading  
Readiness and Achievement Test Scores.

PUB DATE- Apr 94

NOTE- 34p.; M.A. Thesis, Kean College.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reports -  
Research/Technical (143)

DESCRIPTORS- \*Age; \*Age Grade Placement; Comparative Analysis;

\*Kindergarten; Primary Education; \*Reading Achievement;

\*Reading Readiness; Reading Research; School Readiness

IDENTIFIERS- Bloomfield Public Schools NJ; Iowa Tests of Basic  
Skills; Metropolitan Achievement Tests

A study was conducted to determine whether or not a child who is older when entering school performs better on reading readiness and achievement tests than a younger child. Two samples of second grade students from a middle class community in Bloomfield, New Jersey, were established by examining the ages of all the children in the cohort. Sample A consisted of 16 students who entered kindergarten between the ages of 4 years 11 months and 5 years 4 months (younger students), and Sample B was made up of 18 students who were between the ages of 5 years 5 months and 6 years 1 month when entering kindergarten (older students). Scores from the Metropolitan Reading Readiness Tests and the Iowa Tests of Basic Skills were examined. Results indicated no significant difference between the samples in reading test scores as a result of chronological age. Two tables of data are included. Contains 24 references. (Author/RS)

ED 366 940

CS 011 620

Ramunda, Jeanne M.

A Cross-Age Reading Program: Building Fluency and Comprehension.

PUB DATE- May 94

NOTE- 32p.; M.A. Project, Kean College of New Jersey.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

libraries on an ongoing basis; and (4) while students (in their initial writing exercises) indicated they did not have anything to write about, by the end of the program the major problem was that there was too much material to fit into the production. (Forty-four references, the pre-post questionnaire, the student biographical questionnaire, teacher-researcher log form, student log forms, resource questionnaires, and post-production questionnaires are attached.) (RS)

ED 366 958

CS 214 208

McClure, Amy A., Ed.; Kristo, Janice V., Ed.  
Inviting Children's Responses to Literature: Guides to 57 Notable Books.

PUB DATE- 94

NOTE- 165p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Childrens Literature; \*Class Activities; Critical Thinking; Early Childhood Education; Elementary Education; Fairy Tales; Fiction; \*Language Arts; Nonfiction; Picture Books; Poetry; \*Reading Material Selection; \*Recreational Reading

IDENTIFIERS- Reading Motivation; \*Response to Literature; \*Trade Books

Intended to encourage teachers and students to take a fresh look at children's literature, this practical collection of ideas offers plot summaries and suggests teaching strategies for 57 notable children's books. Books in the collection were chosen "outstanding trade books" by a National Council of Teachers of English committee on trade books. Selections in the collection include poetry, historical fiction, realistic fiction, fantasy, folktales, picture books, biographies, and nonfiction. Included in the collection are works by Mary Hoffman, Ken Kesey, Arnold Lobel, Karen Lynn Williams, James Howe, and Avi. Each of the 57 response guides is composed of four sections: suggested grade levels, a plot summary, teaching suggestions, and a list of related books. Teaching strategies presented in the collection offer a wide range of possibilities, from dramatization to storymapping to journal writing--the focus is on stimulating critical thinking that leads readers to new insights. (NKA)

ED 366 959

CS 214 209

Schools in an Aging Society: Language Arts Classroom Activities for Secondary Schools.

SPOWS. AGENCY- Administration on Aging (DHHS), Washington, D.C.

PUB DATE- 92

NOTE- 70p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reference Materials - Bibliographies (131)

DESCRIPTORS- Aging (Individuals); \*Aging Education; Annotated Bibliographies; Childrens Literature; \*Class Activities; \*Language Arts; Lesson Plans; Secondary Education; Student Attitudes; Writing Assignments

IDENTIFIERS- Population Aging

Presenting lesson plans for secondary teachers of language arts,

(19) Exasperating Exams; (20) Elitism in the School Literary Magazine; (21) The Few Who Answer; (22) Etymology or What's in a Name?; (23) Plagiarism; (24) The Media Are the Question; (25) Dealing with Gifted Students; (26) Complaints about Grades in Compositions; (27) Research Papers; (28) Choosing Things for Other People to Read; (29) The Uninspired Papers; (30) Dealing with the Dictionary; (31) The Spoken or Mumbled Word; (32) Playing Games; and (33) The Unplanned Lesson. (RS)

ED 366 979

CS 214 231

Guice, Sherry; Allington, Richard  
It's More Than Reading Real Books! Ten Ways to Enhance the  
Implementation of Literature-Based Instruction.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(Ed), Washington, DC.

PUB DATE- 94

NOTE- 6p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Development; \*Educational Change;  
Educational Finance; Elementary Education; \*Professional  
Development; \*Program Implementation; \*Reading Instruction;  
School Schedules; Staff Development; Student Needs; Whole  
Language Approach

Based on research of literature-based instruction in elementary schools that serve large numbers of economically-disadvantaged children, this paper discusses 10 factors that can enhance the implementation of literature-based instruction. The paper suggests that teachers: (1) provide extensive professional development opportunities; (2) provide for the increasingly diverse needs of students; (3) shape a unified vision of literature-based curriculum; (4) decrease the pressure for curricular standardization across classrooms; (5) stabilize decision-making policies; (6) redistribute the funds; (7) increase access to books; (8) increase time for reading and the teaching of reading; (9) support change in the institution as well as the individual; and (10) allow time for change. (RS)

ED 366 980

CS 214 232

Harper, Margaret Earl  
The English Story.

PUB DATE- 94

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Creative Works (Literary and Dramatic)

(030), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Adjectives; Adverbs; \*English; \*Grammar; \*Language  
Usage; Nouns; Pronouns; Sentence Structure; Tenses (Grammar);  
\*Verbs

IDENTIFIERS- Educational Issues

Taking the form of a fable, this paper presents a discussion of the English language from the point of view of someone totally unknowing of its requirements. In the paper, an increasingly large cast of personified parts of speech make repeated visits to the "G. and P. (Good and Proper) Grammar Store." Sections of the paper discuss: nouns and verbs (In the Beginning);

argument construction as a foundation in speechwriting practices. Some of the essential premises or reminders to assist in the production of creative ideas that comprise forensic events include the significance of speaker choices, the use of pro-con reasoning, the relationship of invention and organization, the role of listeners in invention, and the complementary natures of idea generation and effective communication. To generate pedagogical applications and a clearer focus upon invention, the following activities can be used by forensics educators: (1) encourage students to declare and discuss the essential arguments of prepared contest speeches at periodic stages in the preparation process; (2) urge students to recall and evaluate the arguments that comprise limited preparation and impromptu event performances; (3) ask students to engage in brainstorming to determine reasons for and against a proposed thesis before the final position is developed; (4) ask students to identify values and personal beliefs that are chosen and refined through the preparation processes of a specific event; and (5) direct students to explore the use of effective delivery as a means of strengthening invention within prepared speeches. (Contains 15 references.) (RS)

ED 367 000

CS 508 455

Danielson, Trygve R.

Evaluating the Ability of Drama-Based Instruction To Influence the Socialization of Tenth Grade English Students Labeled as "Low Ability."

SPONS. AGENCY- Department of Education, Washington, DC.; National Endowment for the Arts, Washington, D.C.

PUB DATE- 92

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; \*Dramatics; English

Instruction; Grade 10; High Schools; High School Students;

\*Instructional Effectiveness; \*Interpersonal Competence; \*Low Achievement; \*Student Attitudes

IDENTIFIERS- Drama in Education; Jamesville Public Schools WI

A study investigated the effect of drama-based instruction on the learning of social skills by students labeled as "low ability" in a 10th-grade required English class in a rural high school. Two separate classes of "low ability" 10th-grade English students in Jamesville, Wisconsin, were presented with social skills training utilizing role playing, script writing, and improvisation. Data were collected from students, teachers, and observers to determine, record, and analyze any differences in social skills between classes. Results indicated that: (1) drama-based instruction appeared to influence the learning of social skills in a number of ways; (2) some positive growth occurred in attitudes about social skills within each class, while little difference occurred in attitudes between classes; (3) the use of theater games was highly effective in creating an environment that would allow non-threatening group interaction; (4) basic drama activities appeared to work best; and (5) to make a drama-based classroom work, students must be required to participate right from the start. Findings suggest that drama can be used as an effective tool to create a positive classroom climate with basic skill students at the high school level. (Contains 28 references and excerpts from a teacher's log are attached.) (RS)

college or university debate program, two separate frameworks can be established based in forensics and assessment literature. The first framework is a descriptive/analytic/evaluative framework for a debate program based on the philosophies of the several national conferences on forensics and debate, the literature on directing forensics, and on debate program surveys. The second framework is a more empirical/qualitative one based on recent trends in assessing the outcomes of college education and is still in the process of being formulated. Prospectively, the framework can be applied to many debate program goals but currently it has one "half-way-worked-out" exemplar, that being the template for evaluating a debate program vis-a-vis its development of critical thinking. Forensics educators are going to have to operationalize the goals of debate and find or create empirical tests to measure how well they teach students. (Thirty-four footnotes are included.) (RS)

ED 367 020

CS 508 477

Frymier, Ann Bainbridge

The Impact of Teacher Immediacy on Students' Motivation over the Course of a Semester.

PUB DATE- Nov 93

NOTE- 29p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; Higher Education; \*Student Motivation; \*Teacher Behavior; \*Teacher Student Relationship; Undergraduate Students

IDENTIFIERS- Communication Behavior; \*Teacher Immediacy

A study investigated the impact of teachers' use of immediacy behaviors on students' reported motivation to study over the course of a semester. The state and trait motivation of 178 undergraduate students (enrolled in communication courses at a mid-sized eastern university) to study for a class was measured at three points during the semester. Reports of teachers' use of verbal and nonverbal immediacy were collected at two points in a semester. Support was found for the hypothesis that not all students would respond similarly to a teacher low in immediacy. Students beginning the semester with either low or moderate state motivation to study were found to have increased levels of motivation later in the semester when exposed to a highly immediate teacher. Students beginning the semester with high motivation maintained high motivation regardless of the level of immediacy they reported their teacher's having. (Nine tables of data are included. Contains 22 references.) (Author/RS)

ED 367 021

CS 508 478

Rao, Nagesh

The Oh No! Syndrome: Understanding the Negative Reactions of Undergraduates toward Foreign Teaching Assistants.

PUB DATE- Nov 93

NOTE- 35p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

American Perspectives.

PUB DATE- 93

NOTE- 13p.; Project funded by a grant from the Lilly Foundation.

Best available copy.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Black Culture; \*Blacks; \*Communication (Thought Transfer); \*Course Content; Course Descriptions; Curriculum Development; Higher Education; Instructional Innovation; \*Multicultural Education; Reading Material Selection; Rhetorical Theory

IDENTIFIERS- \*African Americans; Communication Education; Ohio Dominican College; Student Empowerment

A communication instructor used research findings by African American scholars to expand the communication arts curriculum and the courses he taught. The rhetorical communication theory course at Ohio Dominican College traces the development of rhetoric from the classical period. Two primary assignments in the course are a research paper on a significant rhetorician and an oral presentation. Numerous names of African-Americans were added to the suggested list of rhetoricians. The "Mass Media in America" course's textbook was supplemented with other texts that better highlight the role of African-Americans in mass media. Contemporary African-American public speakers are used for case study in the persuasion course, which describes persuasion theory and contemporary applications of persuasion theory. The "Unity in Diversity" course is a new course that explores the implications of belonging to a culturally pluralistic society. A variety of sources by black authors relevant to the course exist. A common objective of these courses is to empower students to discover African-American contributions and share their discoveries in class. (Contains 51 references.) (RS)

ED 367 040

CS 508 499

Alex, Patrick K.

Home Schooling, Socialization, and Creativity in Children.

PUB DATE- Apr 94

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140); Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Creative Development; Educational Development; Elementary Secondary Education; \*Home Schooling; \*Interpersonal Competence; Nontraditional Education; Parent Attitudes; Parents as Teachers; Parent Student Relationship; \*Self Concept; \*Socialization

IDENTIFIERS- \*Educational Issues; Historical Background; \*Parent Interview

After defining and tracing the historical background of home schooling in the United States, this paper focuses on studies which deal with: (1) the socialization of home-schooled children; and (2) creativity in home-schooled children. Noting that according to the Home School Legal Defense Association the number of home-schooled children has jumped from 15,000 in the early 80s to between 750,000-1,000,000 in 1994, the paper argues that the sheer increase in numbers has forced public school educators to take notice of home schooling. The paper concludes with an interview with a couple who home school their children, in which they recount their reasons for home



DESCRIPTORS- Alarm Systems; \*Crime Prevention; Elementary Secondary Education; Juvenile Gangs; \*School Safety; \*School Security; Social Control; Technology; Violence

This pamphlet highlights 99 tips for maintaining safe schools. Areas of interest include: alarm systems and control of access, vandalism, parent education, transportation, school design, personnel training, and graffiti. The majority of the pointers deal with maintaining and implementing various forms of electronic surveillance and strategies for insuring student safety. (LMI)

ED 367 061

EA 025 646

Leithwood, Kenneth  
Contributions of Transformational Leadership to School Restructuring.

PUB DATE- Oct 93

NOTE- 58p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Houston, TX, October 29-31, 1993).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Educational Environment; Elementary Secondary Education; \*Leadership; Leadership Qualities; \*Leadership Styles; Management Development; Organizational Climate; \*Organizational Theories; \*School Restructuring

IDENTIFIERS- \*Transformational Leadership

This paper provides a review of research that examined transformational leadership in the context of K-12 school restructuring. It presents a rationale for studying transformational leadership, a theoretical framework for such study, and findings of six studies about the effects of transformational leadership. The framework is comprised of external influences, individual leader internal processes, leadership practices, mediating variables, and student outcomes. Conclusions are: (1) Transformational leadership contains interdependent and equally important dimensions; (2) transformational leadership initiatives can be hindered if they ignore individual consideration; (3) transformational leadership practices are themselves contingent; (4) expert thinking lies behind effective leadership practices and is not contingent; (5) distinctions between management and leadership cannot be made in terms of overt behavior; and (6) the dimensions of transformational leadership require modification when applied to schools. Two figures are included. (Contains 113 references.) (LMI)

ED 367 062

EA 025 647

Giles, Corrie  
School-Based Management Development: Partnership in Action.  
PUB DATE- 93

NOTE- 10p.; Paper presented at the Annual Meeting of the British Management and Administration Society (Edinburgh, Scotland, United Kingdom, September 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Administrator Effectiveness; College School Cooperation; \*Educational Administration; Elementary Secondary Education; Foreign Countries; Higher Education; \*Management

to develop specific behaviors with three second graders and seven fifth graders, all in a resource program for students with emotional handicaps. A needs assessment survey of mainstream teachers identified needs in the following areas: responsibility, cooperation, conflict resolution, and truthfulness. Grade-appropriate literature was tailored to each of the targeted areas and was read to students daily. Various activities to further enhance the literature were carried out, including discussion, formal writing assignments, journal keeping, art activities, role playing, and audio and video taping. Critical thinking questions were posed and discussed to enhance self-expression and awareness in these areas. Although projected goals were not met, gains were made in each area by individual students. Students experienced attitude changes, improved self-concepts, and more realistic awareness of objective areas. Items in the appendix include the student contract, target behavior survey, the data collection chart, and critical thinking questions. (Author/DB)

ED 367 082

EC 302 783

McIntyre-Hosler, Ernestine

Use of a Self-Recording Procedure To Increase On-Task Behavior of Emotionally Handicapped Children.

PUB DATE- Aug 93

NOTE- 65p.; M.S. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Academic Achievement; \*Attention Control; \*Emotional Disturbances; Intermediate Grades; Junior High Schools; Middle Schools; Program Implementation; \*Self Esteem; \*Self Evaluation (Individuals); \*Self Management; Special Classes; \*Time on Task

IDENTIFIERS- Self Monitoring

This practicum developed a self-recording procedure as a strategy for increasing on-task behavior, academic achievement, and self-esteem of 12 students (grades 6 to 8) with emotional disabilities in a self-contained class over a 12-week period. Students were taught to self-record at gradually decreasing frequencies as well to use their judgment in selecting target behaviors and frequency of self-recording. Evaluation indicated a decrease of at least one level of significance on the Burks' Behavior Rating Scale in the areas of poor attention, poor self-esteem, and poor academics. Appendices include sample self-recording checklists, the visual prompts used, letters to parents, the feedback survey of faculty and students, detailed instructions for the self-recording procedure, and a sample progress report. (Contains 24 references.) (DB)

ED 367 083

EC 302 784

Jellie, Carol Rees

Implementing a Collaborative Consultation Model To Improve Success in Mainstream Courses for Secondary Learning Disabled Students.

PUB DATE- 29 Nov 93

NOTE- 73p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Consultation Programs; Costs; \*Inservice Teacher Education; \*Learning Disabilities; \*Mainstreaming; Models; Program Development; \*Regular and Special Education Relationship; Secondary Education; Secondary School Students;

participated in Minnesota's 1990-91 open enrollment program responded to a survey item which asked for their comments on their child's participation in the program. Twelve broad topics were identified within the content of these responses: teacher/administration attitudes, transportation/location of schools, educational programs for special student needs, students' attitude and behavior change as a result of transfer, social and educational continuity for the student, changes in students' academic performance as a result of transfer, social environment of schools, responsiveness of school administrators, parent empowerment, physical environment of the school and funding, effectiveness of teachers, and curricula and extracurricular activities of schools. The majority of respondents reported satisfaction with the open enrollment program. Responses of parents of students with disabilities (n=80) are compared to responses of parents of students served in gifted programs (n=19), and responses of parents living in rural areas (n=47) are compared to responses of parents in urban and suburban areas (n=52). (Contains 17 references.) (Author/JDD)

ED 367 104

EC 302 806

Ysseldyke, James E.; And Others  
School Choice Programs in the Fifty States. Research Report No. 7. Enrollment Options for Students with Disabilities.  
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 92

NOTE- 27p.; For other reports in this series, see ED 343 361-364, EC 302 748, and EC 302 805-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; Dropout Prevention; Educational Policy; Educational Vouchers; Elementary Secondary Education; Equal Education; \*Free Choice Transfer Programs; \*Open Enrollment; Postsecondary Education; \*Program Development; Public Policy; \*School Choice; \*State Programs

School choice policies allow parents to exercise an active role in selecting the school or educational program their children attend. This report reviews development of school choice policies at the national and state levels. Rationales for school choice programs and key components of these programs are noted. Eight types of school choice programs implemented within state education systems are described: magnet schools, postsecondary enrollment programs, drop-out prevention programs, intradistrict open enrollment, interdistrict open enrollment, voucher programs, tuition agreement programs, and charter schools. For each state, types of choice programs that are operating within that state are identified and outlined. (Contains 12 references.) (JDD)

ED 367 105

EC 302 807

Ysseldyke, James E.; And Others  
A Comparison of Families of Students with and without Disabilities Who Use Open Enrollment Options To Transfer Schools. Research Report No. 8. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 92

NOTE- 39p.; For other reports in this series, see ED 343 361-364,

Disability Risks of Chronic Illnesses and Impairments. Disability Statistics Report 2.  
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.  
PUB DATE- Jun 91  
NOTE- 52p.; For related reports, see ED 336 905 and EC 302 852-853.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; \*Age Differences; Children; \*Chronic Illness; Demography; \*Disabilities; Epidemiology; \*Incidence; \*Mental Disorders; \*Risk; Sex Differences; Special Health Problems

IDENTIFIERS- National Health Interview Survey

This report provides results from an investigation of comparative disability risks of specific chronic physical and mental illnesses, diseases, and impairments. National estimates are presented of the risks of chronic health conditions causing disability--including activity limitation, work disability, and need for assistance in basic life activities--based on an analysis of data from the National Health Interview Survey (NHIS), a continuing survey of the health of the noninstitutional United States population. Risks of disability are estimated and compared for 62 specific chronic health conditions or groups of health conditions adjusted for age, gender, and other social and demographic factors. Major highlights of the report include: (1) most chronic conditions do not have high risks of disability (about 11.7 percent cause activity limitation); (2) the risk of disability is inversely related to prevalence of chronic conditions; (3) the epidemiology of disability is quite different for children than for adults; (4) risks of disability increase with age for most conditions (e.g., risk of chronic conditions causing work limitation is 4.3 times higher at ages 45-69 than at ages 18-44); and (5) mental illness conditions have low to moderate risks of causing disability, compared to physical health conditions. Extensive tables detail the report's findings. (Contains 39 references.) (DB)

ED 367 123

EC 302 852

LaPlante, Mitchell P.

State Estimates of Disability in America. Disability Statistics Report 3.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.

PUB DATE- Mar 93

NOTE- 38p.; For related reports, see ED 336 905 and EC 302 851-853.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; \*Census Figures; Children; Demography; Differences; \*Disabilities; Education Work Relationship; \*Incidence; \*National Surveys; Physical Mobility; Population Trends; Regional Characteristics; Self Care Skills; \*State Norms; Statistical Data

IDENTIFIERS- Current Population Survey; \*Impairment Severity; National Health Interview Survey

This study presents and discusses existing data on disability by state, from the 1980 and 1990 censuses, the Current Population

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)

DESCRIPTORS- \*Advertising; \*Class Activities; \*Classroom  
Techniques; Second Language Instruction; Second Language  
Learning; \*Spanish; Videotape Recordings

IDENTIFIERS- ERIC Digests; \*Public Service Advertising

This digest presents a technique and activities for using Spanish language ads and public service announcements in the Spanish foreign language classroom. The technique has been used successfully with students in the Galveston-Houston, Texas area. Segments of the scripts of one announcement and one commercial advertisement are provided, as well as steps for using the segments. (VWL)

ED 367 145

FL 021 847

Integrating Language and Culture in Middle School American History Classes. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 94

NOTE- 4p.; For the report on which this digest is based, see FL 021 898. This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning, University of California, Santa Cruz, "Integrating Language and Culture in Middle School American History Classes," by Deborah J. Short.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
Information Analysis Products (071)

DESCRIPTORS- Cultural Education; \*English (Second Language);  
Intermediate Grades; Junior High Schools; Middle Schools;  
Research Projects; Second Language Learning; \*Social Studies;  
Teaching Methods; United States History; \*Units of Study

IDENTIFIERS- \*Content Area Teaching; ERIC Digests

This digest provides a brief overview of a research project carried out by the National Center for Research on Cultural Diversity and Second Language Learning on integrating language and culture in the social studies. It is suggested that there is a need to understand the academic language competencies necessary for students to function successfully in the social studies classroom before integrated language and content lessons are developed. The development of an instructional unit by middle school teachers and project researchers around the theme of protest and the American Revolution is described, and one lesson is provided for illustration. A discussion on teacher strategies for implementing the unit is included. Information on where to obtain the unit and the full research report is also provided. (VWL)

ED 367 146

FL 021 848

Funds of Knowledge: Learning from Language Minority Households. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Feb 94

NOTE- 4p.; This digest is based on a report published by the National Center for Research on Cultural Diversity and Second Language Learning. "Teacher Research on Funds of Knowledge:

IDENTIFIERS- University of Reading (England)

A small-scale study at a British university investigated two issues: the effect of task familiarity on language production; and the effects of the task on oral production. Three university students of differing language backgrounds, all non-native speakers of English, were interviewed in autumn and again 3 months later. On both occasions they were asked a range of general questions about their studies and reasons for choosing the university. In the first interview they were also asked to describe a short picture story, and in the second they were asked to recount the old story and a new picture story. Changes in the performance on the first story were analyzed for whether they: (1) could be attributed to knowledge of the first story; or (2) were also reflected in performance on the second story. Analysis looked at pauses (filled and unfilled), repairs, vocabulary complexity, and syntactic complexity. Results indicate that one student seemed largely immune to all effects of familiarity except in clause subordination. That student improved mainly in linguistic complexity, another improved only in fluency, and the third improved in both areas, suggesting different patterns of oral development. (MSE)

ED 367 165

FL 021 887

Prabhu, N. S.

The Learner's Effort in the Language Classroom.

PUB DATE- 91

NOTE- 13p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Class Activities; Classification; Classroom Techniques; Foreign Countries; \*Learning Processes; Learning Theories; Second Language Learning; \*Second Languages; \*Student Role; Theory Practice Relationship

In second language instruction, it is important to examine the learner's effort in carrying out classroom activities in order to relate teaching activities to learning theories. Any impact of a teaching activity on the learner's language development must result from what the learner does, not what the teacher does or intends for learner to do. The different forms of effort made by the learner can be classified and used to link theory to practice. Several distinctions can be made: most broadly, between imitation (repeating what the teacher does in an exemplary role) and cerebation (making sense of a problem, finding solutions, and testing them); within imitation, between reproduction (imitation of the language form itself) and simulation (reproduction of language behavior with attention to its context); and within cerebation, construction (cerebation focused on language itself) and deployment (cerebation focused on a knowledge of the world handled through language).

Classroom activities involving reproduction and simulation are form-focused and role-focused, respectively. Construction and deployment use activities that are rule-focused and meaning-focused, respectively. Reproduction and construction focus on language as an autonomous phenomenon. Simulation and deployment focus on things outside language as a formal entity. This categorization can inform construction of classroom activities. (MSE)

ED 367 166

FL 021 888

Itangaza, Mubangu

Subject-Verb Position and Agreement Shift in Kilega.

PUB DATE= Jul 93

NOTE= 13p.; Paper presented at the Annual Conference on African Linguistics (20th, Columbus, OH, July 23-25, 1993).

LANGUAGE= English

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS= \*Bantu Languages; Foreign Countries; \*Grammar;

\*Language Patterns; \*Sentence Structure; Structural Analysis (Linguistics); \*Syntax

IDENTIFIERS= \*Kilega

An analysis of Kilega, a Bantu language spoken in eastern Zaïre, focuses on the relative positions of subject and verb and agreement patterns, with particular attention to WH-movement. It is found that Kilega is a subject-verb-object language, but exhibits some variant patterns. WH-movement triggers verb-subject inversion and shifts agreement. The verb then agrees with the WH-word, which has been moved to the initial position of the sentence. There is thus a syntactic interest to see why subject-verb agreement is blocked in this process. Two reasons are proposed: (1) that lexical noun phrase is inert, and therefore agreement would be blocked as a result of verb movement; and (2) that WH-movement is by adjunction. Specific examples are offered. (MSE)

McConnell, Grant D., Ed.; Gendron, Jean-Benoît, Ed.

Atlas international de la vitalité linguistique. Volume 2:

L'Europe Occidentale = International Atlas of Language

Validity. Volume 2: Western Europe.

PUB DATE= 93

NOTE= 135p.; For volume 1, see ED 362 058.

LANGUAGE= French; English

EDRS Price= MF01/PC06 Plus Postage.

PUB TYPE= Reference Materials - Geographic Materials

(133); Numerical/Quantitative Data (110); Numerical/Quantitative Data (110)

DESCRIPTORS= Courts; Education; Foreign Countries; \*Geographic Distribution; Graphs; \*Language Patterns; \*Language Role; \*Languages; Language Usage; Maps; Mass Media; Public Administration; Religion; \*Sociocultural Patterns

IDENTIFIERS= Austria; Belgium; Denmark; \*Europe (West); France;

Germany; Great Britain; Greece; Ireland; Italy; Luxembourg;

Malta; Netherlands; Norway; Spain; Sweden; Switzerland; Turkey

The atlas offers a cartography of language functions, quantitatively measured in vitality rates, for Western Europe. The atlas has three parts: vitality by language; vitality by domain; and vitality by country. Eighty-three minority languages are covered. Domains considered include: global; religion; schools; mass media; administration; courts; sociopolitical; manufacturing industries; and sales and services. Countries include: Germany; Austria; Belgium; Denmark; Spain; France; Great Britain; Greece; Ireland; Italy; Luxembourg; Malta; Norway; Holland; Sweden; Switzerland; and Turkey. Within each of these sections, maps, graphs, and ratings, all labeled in French, are included. An introductory section, in both French and English, provides further descriptions of terms used and organization of the data. (MSE)

Ohio's Literacy 2000 initiative was launched in fall 1992 to examine opportunities and challenges for meeting the state's adult literacy needs. More than 600 Ohioans discussed their concerns regarding critical aspects of literacy at four regional summits. Nationally recognized leaders in adult literacy, representatives of exemplary local literacy programs, and formerly illiterate adult learners spoke at the summit. According to information gathered through pre- and postsummit questionnaires and small group discussions, the summit participants believe the following: Ohio is at a competitive disadvantage in literacy with other states/nations; adult literacy problems are a major factor in students' success/failure in school; Ohio parents lacking basic skills should be the primary target of literacy programs; and literacy assessments should be based on performance rather than on standardized measures. The following common themes were identified as a basis for building a statewide strategy for literacy: illiteracy as an intergenerational phenomenon and social/economic imperative for action and the need for improved research, greater collaboration in literacy efforts, and coordinated action by state leadership in Ohio. (Appended are the summit questionnaire and a table of regional responses to the small group discussion questions.) (MN)

ED 366 727

CE 065 531

Watkins, James; Wilkes, Dianne

Sharing Success in the Southeast: Promising Service-Learning Programs.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 79p.; Cover page lists title as "Sharing Success: Promising Service-Learning Programs."

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Academic Education; Career Education; \*Demonstration Programs; \*Educational Practices; Educational Quality; Elementary Secondary Education; Experiential Learning; \*Integrated Curriculum; Mentors; Multicultural Education; Public Schools; \*Public Service; Standards; Tutoring; Vocational Education

IDENTIFIERS- \*Service Learning; \*United States (Southeast)

The SouthEastern Regional Vision for Education (SERVE) Sharing Success program recognizes exemplary public school efforts and practices in the southeastern United States for the purpose of increasing the awareness and use of exemplary educational programs. This document highlights more than 30 elementary- and/or secondary-level programs that have been identified as being effective in integrating student service into the academic curriculum. Each program listing contains contact information, the program's instructional level and curriculum area(s), and a program description that includes information on some or all of the following: program time, program eligibility, program history, program objectives, main program activities, funding, and program effectiveness/success indicators. Programs from Florida, Mississippi, North Carolina, South Carolina, and Georgia are described. The following are among the curriculum areas addressed in highlighted programs: English/language arts, multicultural education, history, arts, environmental science, industrial arts, mathematics, reading, career education, drama, vocational education, law, science,



DESCRIPTORS- \*Employer Employee Relationship; \*Labor Education; Literature Reviews; \*Participative Decision Making; \*Personnel Management; \*Unions

IDENTIFIERS- \*Total Quality Management

The literature on effective measures of enhancing the participation of organized labor in Total Quality Management (TQM) initiatives was reviewed. The literature was found to be limited in terms of specific discussion of labor union commitment to TQM; instead, authors and experts on the topic focused on the importance of employee involvement, which includes the active participation of organized labor. Employee involvement was seen as synonymous with TQM, and many of the authors of the publications reviewed agreed that TQM cannot be successful if it is a management-only initiative. Included among the other findings of the review were the following: the key to obtaining union and employee acceptance is to involve them immediately and up front; accepting employee involvement and TQM requires cultural change from the way things have been to the way they can be; the extent to which employee involvement and TQM have real meaning to organizations will be learned by unions and employees via the behaviors of management; neither employee involvement nor TQM will succeed without management's trust of employees and employees' trust of management; and those closest to a given type of work know best how to improve and maintain quality. (MN)

ED 366 746

CE 065 562

Gal, Iddo

Issues and Challenges in Adult Numeracy.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Dec 93

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Adult Basic Education; \*Adult Literacy; Adult Programs; Basic Skills; \*Literacy Education; \*Mathematics Skills; \*Numeracy

This report discusses the place of numeracy in adult education, examines conceptions of what numeracy and numeracy provision might include, and explores links between literacy and numeracy provision. Section A takes a critical look at how much attention is being paid to mathematics education in adult education/adult literacy programs and addresses issues related to the place of numeracy in adult literacy education. Section B discusses numeracy from the perspectives of employers, mathematics and science educators, and assessment programs. It suggests that, although employers have focused mostly on practical or job-specific numeracy skills, educators associated with the mathematical sciences have paid more attention to the importance of numeracy in civic and social concerns. The discussion suggests that official statistics on literacy levels or gains may be based on assessments having very different characteristics and somewhat different views of which numerical skills are important. Section C discusses the notion of adult numeracy and explores some links between literacy and numeracy. Four key issues on which public discourse should focus are outlined: (1) whether there is a certain level of mathematical knowledge that qualifies a person as numerate; (2) what it means to act in a numerate way; (3) what links should be maintained between literacy and numeracy instruction; and (4) what specific skills should be emphasized in numeracy

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Accountability; Community Colleges; Compliance (Legal); \*Counseling Services; Educational Legislation; \*Employment Services; English (Second Language); Federal Legislation; Financial Support; Information Management; Learning Modules; Limited English Speaking; Marketing; Program Administration; Special Education; \*Special Needs Students; \*Staff Development; Student Evaluation; Student Recruitment; Two Year Colleges; \*Vocational Education; Workbooks; \*Workshops

IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990; \*Texas

This workbook is designed for use by community and technical college staff involved in delivering counseling, instructional, and/or employment services to special populations throughout Texas. First, the purpose and administration of the Perkins Act of 1990, access and full participation of special populations in vocational education, and the functions of special populations coordinators are discussed. Presented next are five modules devoted to the following topics: marketing, recruitment, and assessment; counseling/support services (importance of counseling and support services, support systems, allowable expenditures for special populations, legal and compliance issues, issues for the future); instructional services (curriculum and equipment modifications, supplanting and supplementing, Perkins funds for academic (transfer) students, limited English proficient versus English-as-a-second-language programs); employment services/job development/job placement and coordination efforts; and organization/data management/reporting. Nineteen appendixes include information on the following: the definition of special populations, criteria for services and activities, examples of allowable expenditures and exemplary programs, and tracking special populations. Thirty-two selected readings and associations/organizations are listed. A presenter's manual with tips for giving a workshop is also included. (MN)

ED 366 765

CE 065 604

Gavin, Marybeth; Foster, Gary  
Preparing to Succeed in Marketing. Curriculum Guide and Answer Book/Teacher's Guide.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- 93

NOTE- 171p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Behavioral Objectives; Career Planning; \*Competency Based Education; \*Distributive Education; Employer Employee Relationship; Health; Hygiene; Job Search Methods; Learning Activities; \*Marketing; \*Prevocational Education; Secondary Education; \*Self Concept; Self Evaluation (Individuals); State Curriculum Guides; \*Vocational Adjustment

This guide outlines a curriculum that was designed to help students develop competencies identified by the Secretary's Commission on Achieving Necessary Skills (SCANS) as being necessary to succeed in marketing. Included in the guide are 19 assignments organized into 7 sections as follows: good health and good looks (staying healthy; staying clean and maintaining

PUB DATE- Jul 92

NOTE- 78p.; Product of the Agri Tech Prep 2000 Consortium. For related documents, see CE 065 661-664.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Agricultural Education; \*Articulation (Education); \*Classroom Techniques; High Schools; Information Dissemination; \*Inservice Teacher Education; Questionnaires; Staff Development; Statewide Planning; Summer Programs; Two Year Colleges

IDENTIFIERS- \*Agri Tech Prep 2000 Project; New York; \*Tech Prep

Agri Tech Prep 2000 (ATP 2000) is a 4-year tech prep program linking high school and postsecondary curricula designed to prepare New York students for careers in agriculture or acceptance into a college program in agriculture. Because teacher development was designated an integral project component for fiscal year 1991-1992, a weeklong teacher development program was conducted in cooperation with the State University of New York in summer 1992. The primary focus of the inservice program was on the first phase of ATP 2000, and its primary objectives were as follows: demonstrate instructional materials and methods of instruction, foster discussion about issues related to secondary-postsecondary articulation of agricultural instruction, and establish professional dialogue between agriculture and academic core teachers and between teachers and project administrators. Eleven schools sent one or more representatives to the inservice program. Participants also received laboratory teaching kits/instructional materials, lesson plans, materials on compliance and arrangement for ATP 2000, and evaluation instruments. Project feedback obtained from written questionnaires and discussions was quite favorable. (Appendixes constituting two-thirds of the document include the inservice and course program, course materials, presenter evaluations, the inservice evaluation form and summarized findings, and the Strong Interest Inventory evaluation.) (MN)

ED 366 783

CE 065 664

Newsom-Stewart, Mhora; Sutphin, Dean

Teacher Development for ATP 2000. Project Report 1993-1994.

SPONS. AGENCY- New York State Education Dept., Albany.

PUB DATE- 94

NOTE- 39p.; Product of the Agri Tech Prep 2000 Consortium. For related documents, see CE 065 661-663.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Agricultural Education; \*Articulation (Education); \*Classroom Techniques; High Schools; Information Dissemination; \*Inservice Teacher Education; Questionnaires; Staff Development; Statewide Planning; Summer Programs; Two Year Colleges

IDENTIFIERS- \*Agri Tech Prep 2000 Project; New York; \*Tech Prep

Agri Tech Prep 2000 (ATP 2000) is a 4-year tech prep program intended to link high school and postsecondary curricula preparing New York students for careers in agriculture or acceptance into a college program in agriculture. Because teacher development was designated an integral project component for fiscal year 1992-93, a weeklong teacher development program was conducted in cooperation with the State University of New York in summer 1993. The program focused on classroom pedagogy, agricultural concepts,

(150)

DESCRIPTORS- Classroom Techniques; \*Computer Oriented Programs; Elementary School Students; Inservice Teacher Education; Intermediate Grades; Junior High Schools; Junior High School Students; \*Learning Activities; Microcomputers; Middle Schools; School Business Relationship; Science Instruction; \*Teaching Methods; Technological Advancement; \*Technology Education; Writing Improvement; \*Writing Instruction; \*Writing Processes

IDENTIFIERS- IBM Corporation; Middle School Students

A cooperative program conducted by the Logan (Utah) City School District and IBM Corporation used computers in the classroom to develop new teaching and career guidance approaches while enhancing students' process writing skills. The program included units designed for student and teacher awareness of the impacts of technology, the need for a new work order, and possible solutions to regaining national industrial competitive leadership. Students improved their writing skills while developing an understanding of productivity, entrepreneurship, and the need for self-discipline in one's own academic upgrading. Project activities included: visiting other schools and ordering computers; staff development activities that encouraged hands-on practice; and the development of technology-based classroom activities having to do with newspaper technology, technologically advanced toys, recent scientific technological advancements, and technology and the environment. Evaluation of the project showed that it had been successful in introducing students to technology education, computers, and the writing process. The study concluded that such programs should be put in place for most students throughout the country. (The guide includes the six activities developed during the project: models of technology, TechniToy Program with its own brochure of sample letters, a newspaper unit, writing with a technological twist, a technology broadcast unit, and professional staff credit.) (KC)

ED 366 801

CE 065 705

Sturm, Roland

How Do Education and Training Affect a Country's Economic Performance? A Literature Survey.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 93

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Competition; \*Economic Factors; \*Economic Progress; Economic Research; Economics; Job Training; Literature Reviews; \*Outcomes of Education; \*Productivity; \*Role of Education; \*Technological Advancement; Wages

In policy debates, the U.S. education and training (ET) system is often blamed for the nation's eroding position in the world economy. Long-term international analysis reveals little evidence of deindustrialization or falling labor productivity. However, other industrial countries have caught up. Most economic research directly concerned with ET can be grouped into two approaches--one focusing on the macroeconomic phenomenon of economic growth, the other one analyzing the effect of ET on individual wages and (to a lesser extent) worker productivity. However, the intellectual framework underlying these approaches is not well suited to analyze the current policy issues of international competitiveness and technological change. The main shortcoming of the growth accounting approach, which tries to divide up the credit for

participants.) (MN)

ED 366 819

CE 065 733

Inger, Morton

Benchmarking in Education: Tech Prep, a Case in Point. IEE Brief Number 8.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Oct 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Evaluation Criteria; Evaluation Methods; High Schools; \*Program Evaluation; \*Standards; Two Year Colleges; \*Vocational Education

IDENTIFIERS- \*Benchmarking; \*Tech Prep

Benchmarking is a process by which organizations compare their practices, processes, and outcomes to standards of excellence in a systematic way. The benchmarking process entails the following essential steps: determining what to benchmark and establishing internal baseline data; identifying the benchmark; determining how that standard has been achieved and comparing it to current practices within the organization being evaluated; and deciding to make changes or improvements to meet/exceed the benchmark. Although educators normally look only at other schools for practices to borrow, successful benchmarking involves looking both inside and outside the field of education. Benchmarking focuses on outcomes rather than processes. Benchmarking can be applied to tech prep as an organizational alternative to the traditional secondary school college prep and general education program. The following components of tech prep are particularly well suited to benchmarking: articulation, program assessment and improvement, career guidance, and marketing. Because benchmarking provides focused and immediately useful data, creates a culture that values continuous improvement to achieve excellence, and increases sensitivity to changes in the external environment, its results are far greater than those achieved by informal evaluation approaches. (Contains 11 references.) (MN)

ED 366 820

CE 065 735

Flaxman, Erwin

Standards for Mentoring in Career Development. IEE Brief Number 10.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; National Center for Research in Vocational Education, Berkeley, CA.; Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- Nov 93

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Career Development; Career Education; \*Educational Benefits; Education Work Relationship; \*Interpersonal Relationship; \*Mentors; Outcomes of Education; \*Program Development; Program Effectiveness; Program Evaluation; Program Implementation; School Business Relationship; Secondary Education; \*Standards

Program planners considering developing mentoring programs must first consider mentoring's place in the development of career

\*Creativity; \*Creativity Research; Cross Cultural Studies;  
 \*Leadership Training; Organizational Development; Postsecondary  
 Education; Problem Solving; Productivity; Secondary Education

The conference proceedings contain the following papers: "Hard  
 Organizational Development" (Anthony); "Positive Impact of  
 Humor in the Workplace or TQM (Total Quality Mirth) in  
 Organizations" (Collier); "Introducing the Integrated Programme  
 for the Creative Training of Leaders" (Diaz-Carrera); "Vision  
 of Quality versus the Quality Vision" (Green); "Flying High"  
 (Musselwhite); "COMM=Unity" (Rose); "Seven Levels of Change  
 Model" (Smith); "Creative Community Development"  
 (Chwedorowicz); "Managing Diversity in Communication and  
 Problem Solving with Effective Levels of Abstraction"  
 (Murdock); "Entrepreneurs" (Rosenfeld et al.); "Learnings from  
 Selection" (Tassoul); "Fire This Time" (Barnes); "Creating  
 Breakthroughs in Organizations" (Collier); "Process  
 Explorations with Cyberquest" (Dickey, DiDomizio); "Hypermedia  
 System for Discovery and Innovation Support" (Dickey et al.);  
 "Teaching Creativity by Distance Learning Methods" (Jones);  
 "Change as a Creative Catalyst" (Miguez); "Learning to Create  
 Shared Vision" (Musselwhite, De Gantis); "What I Tell Two  
 Times Is True" (Cimino); "Touchstone" (De Gantis); "Art and  
 Discipline of Debriefing" (Lunken); "Leadership Development  
 Theory and a Model for Intervention in the Development of  
 Leaders" (Palus, Drath); "Risk-taking and Innovation  
 Performance" (Prather); "Work Environment Differences between  
 High Creativity and Low Creativity Projects" (Amabile et al.);  
 "Discovering the Unseen Leader" (Burkhart, North); "Introducing  
 a Creativity Improvement Program for the Federal Express I.S.  
 Organization" (Couger et al.); "Creativity in Project Work"  
 (Ekvall); "MBTI Myers-Briggs Type Indicator and KAI Kirton  
 Adaption-Innovation Inventory Bias on Creativity Courses"  
 (Henry); "Inquiry into Cross-cultural Creativity Training"  
 (Isaksen, Dorval); "Dynamic Nature of Creative Problem Solving"  
 (Isaksen et al.); "Profiling Creativity" (Isaksen, Puccio);  
 "New Insights into Different Styles of Creativity" (Jones);  
 "Managing Creative People at Work" (McWhinney); "World of  
 Ideas" (Morgan); "Bridging Theory and Practice" (Murdock et  
 al.); "Critical Thinking" (Novelli, Taylor); "Creating  
 Together" (Possne); "Relationship between the KAI and the MBTI  
 Creativity Index" (Taylor); "Creativity East and West"  
 (Wonder); "Creativity Research at the Delft Institute of  
 Technology" (Buijs, Nauta); "On Becoming a Facilitator" (Buijs,  
 Nauta); "Innovation in the U.S. Military" (Clauson); "Creating  
 an Innovation Course in a Large Corporation" (Jimenez);  
 "Promoting Targeted Innovation in Japan through R&D Research  
 and Development Division Liaison between Different Industries"  
 (Kurebayashi); "Developing Creativity in Japanese Companies"  
 (Nakazono); and "Innovative and Creative Change" (Tanner). (KC)

ED 366 839

CE 065 777

Introduction to the Danish Vocational Education and Training  
 System.

PUB DATE- 91

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
 (141)

DESCRIPTORS- Delivery Systems; \*Educational Improvement;  
 Educational Needs; Foreign Countries; \*Integrated Curriculum;  
 \*Job Training; Postsecondary Education; Secondary Education;  
 \*Vocational Education

briefly reviewed. Course evaluations, which were highly positive, are discussed and examples of written comments from participants are included. The discussion and implications section of the document notes that it is important for students in educational administration to experience the collaborative process in a real way in training programs in order to be better able to understand the conditions of collaboration and facilitate the process as school-based leaders in school systems. (NB)

ED 366 858

CG 025 202

Everett, Paul J.  
Decreasing Alternative Placement for At-Risk Students at the Secondary Level.

PUB DATE- 30 Jun 91

NOTE- 68p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Behavior Problems; Community Colleges; \*High Risk Students; High School Graduates; High Schools; \*High School Students; \*Mentors; Nontraditional Education; \*Student Behavior; \*Student Placement; Two Year Colleges; Two Year College Students

This practicum was designed to decrease the number of at-risk high school students who were being transferred to alternative school sites because of disruptive behavior. One strategy implemented for this project involved having the program participants stay in one class all day while the teachers came into the classroom to teach their particular subject area. The second phase of the program involved 15 former student mentors who were attending the local community college. Each mentor was assigned a student and scheduled to meet at least 5 hours a week with the student. Weekly individual and group counseling were provided to the at-risk students. Parents of the students were contacted by telephone to discuss their child's progress during weekly counseling sessions and were also offered evening hours to meet with the counselor. The program resulted in a significant decrease in the number of students transferred to alternative placements. The objectives of the program focused on addressing the needs of the students rather than on punitive aspects of their behavior. Students improved behavior and academic performance in the classroom. Only a small percentage of the students were transferred. The mentoring component of the program appeared to be directly responsible for a considerable degree of the success of the program. (Author/NB)

ED 366 859

CG 025 203

Gurung, Regan A. R.; And Others  
Family Environments, Specific Relationships, and General Perceptions of Adjustment.

PUB DATE- Aug 92

NOTE- 9p.; Paper presented at the Annual Meeting of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- \*Adjustment (to Environment); Depression (Psychology); \*Family Environment; Family Relationship; Higher Education; Loneliness; \*Parent Child Relationship; \*Social

placements. It provides recommendations for improving the delivery of services and encourages adoption of certain policies and practices to improve conditions immediately in the delivery of independent living services. The book also provides a blueprint for future actions for consideration by adolescent independent living programs. The text presents a working document approach to program development. Following an introductory section, section 2 concerns additional elements of a comprehensive plan, section 3 deals with planning a project approach, and section 4 reports on general issues and themes. Sections 5 through 17 cover specific programming areas needed for development: information/public relations materials; advisory boards; program incentives; staff specialization; overall training; independent living case plans; volunteers and mentors; teenage conferences; jobs and vocational programs; housing; follow-up after the transition and post-discharge services; mini- or seed grants; and special groups. Section 18 lists overall program recommendations. Appendixes making up about half the document provide supporting documentation, including federal program instructions and guidelines, state licensing regulations, the Youth Application Short Form, evaluation materials, an agency work plan form, and an annotated resource section. (NB)

ED 366 878

CG 025 224

Bloland, Paul A.

Student Development as a Reform Movement.

PUB DATE- Mar 91

NOTE- 10p.; Paper presented at the Annual Meeting of the American College Personnel Association (Atlanta, GA, March 15-20, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150); Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- College Students; \*Educational Change; Higher Education; \*Student Development; \*Student Personnel Services

This paper, a critique of student development as a reform movement in higher education, addresses seven concerns about the student development movement and the model of student affairs that it articulates. First, the paper notes that student development appears focused on the personal development of the individuals seemingly detached from the educational responsibility of the institution of higher learning. Second, the student development movement is described as an unsuccessful attempt to create the substance of an expertise. Third, despite the field's wholesale conversion to student development, it is contended that there is not very much research evidence on the effectiveness of such a conversion. A fourth and related point questions how, if research into student development is at such a primitive stage, student development professionals can assert that their program interventions are effective. A fifth point considers the path from theory to practice. A sixth contends that effective programming may not be replicable in other settings and with other populations. The final point addresses Kuh, Whitt, and Shedd's (1987) monograph, "Student Affairs Work, 2001: A Paradigmatic Odyssey," a work that challenged assumptions upon which the student development movement is based. This document notes in conclusion that student development efforts have not been subjected to a reasoned analysis, making it difficult to determine weaknesses and improve models and practices. (NB)

ED 366 879

CG 025 225



Structure; Life Events; Parent Child Relationship; \*Sibling Relationship; \*Social Support Groups

This paper focuses on pre-adolescent children and how they cope with parental divorce. It considers the case of split custody, more common among older children than younger ones, in which one parent has custody of one or more of the children and the other parent has custody of one or more of the siblings. It focuses on the sibling relationship and the role of siblings in helping a child cope with his/her parents' divorce. The importance of the child's having access to all family members during and after the divorce process is emphasized. Other sections of the paper focus on anticipating the child's needs, the child's reaction to environmental changes that accompany divorce, and changes in how the child sees his/her parents and him/herself. The tendency for children to blame themselves for their parents' divorce is explored. Physical problems, caused by psychological stresses, that children may experience during a divorce are discussed and the child's feeling of being torn between the parents is addressed. It is noted that the child's schoolwork may suffer and that the child may feel insecure about the future. Regression, denial, and repression are discussed as possible defense mechanisms that the child may employ to cope with the stresses of divorce. Finally, ways to help children cope with divorce and the counseling needs of some children are discussed. (NB)

ED 366 897

CG 025 255

Smith, Doreen L.  
Kids, Crime, and Court: The Juvenile Justice System in Indiana.  
SPONS. AGENCY- Annie E. Casey Foundation, Greenwich, CT.

PUB DATE- 94

NOTE- 60p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141); Reports - Research/Technical (143)

DESCRIPTORS- \*Adolescents; \*Children; Crime; \*Delinquency;  
\*Juvenile Courts; \*Juvenile Justice; \*Youth Problems

IDENTIFIERS- \*Indiana

This report describes the complex system charged with making societal interventions and dispositional decisions designed to intervene successfully with Indiana's most wayward youth. It begins with a summary of national statistics and trends, noting that, according to the Federal Bureau of Investigation Uniform Crime Reports, in 1990 the United States experienced its highest juvenile violent crime rate ever, 430 arrests per 100,000 juveniles. Other statistics are reported, documenting a 332% increase from 1965 to 1990 in the overall murder arrest rate for juveniles and increases in the number of juvenile arrests made for weapons violations. Statistics are included which document that youth are experiencing an increasingly unsafe world on the streets, in schools, and at home. Causes for the increase in delinquency are considered and the public response is discussed. The next section of the report focuses on juvenile crime statistics in Indiana. This is followed by an overview of the juvenile justice system in Indiana including the system's statutory purposes and components. The report concludes with a description of the specific functions of the system as a youth would experience them: intake, detention, adjudication, disposition, and release. (Author/NB)

ED 366 898

CG 025 256

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Adult Basic Education; Adult Learning; \*Adult Literacy; Higher Education; Learning Strategies; Literacy Education; Nontraditional Education; Portfolios (Background Materials); Secondary Education; Student Evaluation; \*Student Needs; \*Theory Practice Relationship; \*Whole Language Approach  
IDENTIFIERS- Student Empowerment

Weaving learners' everyday stories with those of other teachers, volunteers, and students, this book shares strategies and experiences designed to empower adult learners in alternative literacy programs. Strategies in the book came from educators in such diverse settings as college developmental reading and writing, learning disabilities, adult literacy, English-as-a-Second-Language programs, as well as in workplace programs, high schools, adult basic education/general education development, and prison classrooms. Chapters in the book are: (1) Destination Literacy; (2) Learning How to Teach Adult Literacy Learners; (3) Creating a New Portfolio; (4) John: A Case Example; (5) Individual Strategy Lessons; (6) Group Strategy Lessons; (7) Whole Language Programs Focusing on Specific Needs; (8) Evaluation; and (9) Confirming Our Beliefs about Whole Language. An afterword (Theoretical Memos and Beyond: Questions for Teachers), six self-needs evaluation instruments, and seven bibliographies are attached. (RS)

ED 366 918

CS 011 595

Goodman, Ken S.

Phonics Phacts.

PUB DATE- 93

NOTE- 128p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- Elementary Education; Individual Development; \*Phonics; Phonology; \*Reading Instruction; Reading Writing Relationship

IDENTIFIERS- \*Educational Issues; \*Emergent Literacy; Orthography  
Noting that the word "phonics" has become so politically charged that it is probably the most widely misunderstood and misrepresented aspect of language education today, this book takes a fresh look at the debate about the use of phonics in reading instruction. After defining phonics, the book addresses the science, teaching, and politics of phonics. Chapters are: (1) Heat without Light; (2) Some Basic Misconceptions; (3) Phonology: The Sound System; (4) Orthography: The Written Symbol System; (5) Phonics: The Connector; (6) The Roots of Literacy; (7) Learning about Phonics; (8) The Politics of Phonics; and (9) Phonics in Reading Instruction. A bibliography is attached. (NKA)

ED 366 919

CS 011 596

McDonald, Geraldine

Reading Instruction: Using a Single Basal Reading Program versus a Tri-Basal Reading Program.

PUB DATE- Apr 94

NOTE- 53p.; M.A. Project, Kean College.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reports - Research/Technical (143)  
DESCRIPTORS- \*Cross Age Teaching; Grade 2; Kindergarten Children; Peer Teaching; Primary Education; Program Effectiveness; \*Reading Comprehension; Reading Improvement; Reading Instruction; \*Reading Programs; Reading Research  
IDENTIFIERS- New Jersey; \*Reading Fluency; \*Repeated Readings  
A study was designed to examine the effectiveness of repeated reading in fluency and comprehension. A cross-age reading program was used to give students a purpose for rereading material. The children in a second-grade classroom in a private school in suburban New Jersey were randomly assigned to two sample groups. The experimental group read to a kindergarten partner three times a week for eight weeks. The control group did puzzles or art projects with a kindergarten partner. Although data were not significant, findings suggest that repeated rereading over an extended period of time would be an effective method which could be used in basal and regular classroom instruction. Four tables of data are included. Contains 29 references. (Author/RS)

ED 366 941

CS 214 171

Brunner, Diane

The Knower and the Known: Exploring Issues of Violence against Women in Popular Music.

PUB DATE- 20 Nov 93

NOTE- 11p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aggression; Cultural Context; Emotional Response; English Curriculum; English Instruction; \*Epistemology; \*Females; Higher Education; \*Music; \*Popular Culture; Songs; Student Attitudes; \*Violence; Womens Studies; Writing Instruction

IDENTIFIERS- \*Feminist Criticism; \*Lyrics; Popular Music

In studying the lyrics of popular music, and particularly aspects of violent attitudes toward women, teachers discover what language represents to students and what students experience through the songs. The texts created about artifacts like song lyrics suggest more about the students as knowers than about the objects being studied. Exploring issues of violence against women in song led to the examination of problematic associations of identity and difference in students' interpretations of a student's analysis of an album by the group Metallica. The question of whether any listener can fully identify with a subjectivity completely different from her own problematizes any critique of sexist or violent imagery in pop music. Students often see women as deserving of their situations and saw no need to problematize what appears to be the victimization of women. Students also tended to miss how such gender construction serves dominant interests and reinscribes male privilege. In today's atmosphere of curriculum revision to acknowledge diverse voices, popular music offers an important transgressive site where experiences long denied as part of the learning process can be both acknowledged and interrogated. Popular music proceeds largely by metaphor, and its seductive nature makes it an important place for teachers to instruct students concerning such cultural representations.

this booklet is intended to help students develop healthy attitudes toward their own aging, realize the lifelong importance of decisions they make as adults, and understand the interdependence of all age groups. The activities suggested in the booklet are designed to address existing curricular objectives and require minimal preparation time. They can be used by social studies, and health and home economics teachers, as well as by language arts teachers. Lessons in the booklet are: (1) Avoid Ageism in Your Writing; (2) What Do You Call Older People?; (3) Songs about Age; (4) Writing Fiction: Using Older Characters; (5) Pictures of the Past: I Remember When...; (6) Pictures Worth a Thousand Words; (7) Age-Old Objects; (8) Famous People; (9) Intergenerational Life Writing; (10) What I Was Your Age...; (11) Novels Depicting Older Characters; (12) Rediscover Children's Literature; and (13) But Grandmother, Please! Three annotated bibliographies presenting selected readings about older adults (37 short stories, 37 novels, 29 dramas) and an epilogue (Why Teach about Aging?) are attached. (RS)

ED 366 960

CS 214 210

Wolfe, Barbara; And Others

Oregon Statewide Writing Assessment 1991 and 1992 with Student Writings Grades 3 and 5.

PUB DATE- Apr 93

NOTE- 99p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Education; \*Evaluation Methods; Staff Development; \*Student Writing Models; \*Writing Achievement; \*Writing Evaluation; \*Writing Improvement

IDENTIFIERS- Alternative Assessment; \*Oregon; Process Approach (Writing); Writing Test Prompts

Noting that Oregon has been a pioneer in developing assessments which require actual student writing, this booklet includes a collection of student essays and shows how they were evaluated by teachers. The sample essays in the booklet are useful in staff development activities and may also be shared with students, serving as models to help students improve their writing. The booklet notes that scores increased in five of the six writing traits for the 1992 assessment. The first chapter briefly discusses writing assessment in Oregon. The second chapter presents the six-trait analytic model, writing prompts, papers by third graders, papers by fifth graders, and miscellaneous papers. The third chapter discusses the teaching of writing as a process. The trait scoring rubric, mode scoring rubric, guides to revision, the student writer's report, a 16-item annotated bibliography on writing instruction, and lists of writing panel members are attached. (RS)

ED 366 961

CS 214 211

Wolfe, Barbara; And Others

Oregon Statewide Writing Assessment 1991 and 1992 with Student Writings Grades 8 and 11.

PUB DATE- Apr 93

NOTE- 118p.

LANGUAGE- English

adjectives and adverbs (The Nouns and Verbs Go Shopping); prepositions (Prepositions!); verbals, cases, and tenses (Some Cousins Move In); grammar (Mr. Usage Lays Down the Law); pronouns (The Versatile Substitutes); and clauses and sentences (Clauses and All That...). (RS)

ED 366 981

CS 214 233

Homme, John, Comp.; And Others  
A Guide to Internet Resources in Language Arts.

PUB DATE- 15 Mar 94

NOTE- 24p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (Chicago, IL, March 19-22, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Databases; \*Electronic Mail; Elementary Secondary Education; \*Information Networks; Information Sources; \*Language Arts

IDENTIFIERS- \*Internet

This paper presents a list of 154 Internet resources (listservs, freenets, telnet sites, gophers, etc.) dealing with language arts. Each entry in the list includes the name of the resource, and subscription and electronic mail addresses. Some of the entries in the list include a brief description of the resource. The paper lists 17 language arts listservs, 10 freenets with language arts resources, 32 telnet sites with language arts resources, 17 ftp sites for language arts teachers, 15 language arts gophers, 8 useful frequently asked questions (FAQ's) for language arts teachers, 49 news groups related to language arts, and 6 commercial services dealing with language arts available via the Internet. (RS)

ED 366 982

CS 214 234

McLaughlin, Jeffrey A.  
Entering the Worlds of Children: Using Dialogue Journals in Teacher Education.

PUB DATE- 19 Nov 93

NOTE- 28p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Content Analysis; \*Dialog Journals; Grade 5; Higher Education; Intermediate Grades; \*Journal Writing; \*Preservice Teacher Education; \*Teacher Student Relationship; Undergraduate Students; Writing Research

IDENTIFIERS- Interactive Teaching

A study examined the outcomes of dialogue journal writing from the perspectives of undergraduate teacher education students. Eighteen undergraduate students in a language arts methods course corresponded with 28 fifth-graders. Data included whole class discussions with the teacher education students, formal interviews, and written self-reports. Preliminary data analysis indicated that dialogue journals can help in the development of classroom teachers. They allow the education student to: (1) enter the personal lives of children; (2) respond to children's

Sweeney, Thomas E.  
The Mastery of Public Speaking Skills through Sociodrama  
Techniques; Attitude, and Ability Development.  
SPONS. AGENCY- Department of Education, Washington, DC.; National  
Endowment for the Arts, Washington, D.C.

PUB DATE- 92

NOTE- 71p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Communication Research; \*Communication Skills;  
Comparative Analysis; High Schools; High School Students;  
Instructional Effectiveness; \*Public Speaking; \*Role Playing;  
Skill Development; \*Student Attitudes

IDENTIFIERS- Illinois (Cook County)

A study examined the impact of high school sophomore students' mastery of public speaking skills through sociodrama. Student attitudes toward role-play was also surveyed to provide more background information on sociodrama's impact upon student learning. A class of 26 students in southern Cook County, Illinois, prepared role-play characterizations through face-to-face interviews with community members. Outcomes of the mastery of eye contact, gestures, and vocal rate and volume were studied. The comparison class of 26 students had the same role-play assignments; their role-play preparation, however, was created through student readings in the library. In addition, student attitudes on eight projects were traced. Four speech assignments were non-role; four speeches required students to assume a persona or character point of view other than their own. Results indicated that: (1) the role-play assignments created a deeper engagement in students; (2) an overwhelming number of students felt that physical delivery enhanced success later in life; (3) the affect of the student fared better in the role-play environment; (4) students felt they witnessed more improvement in vocal variety; (5) over 60% of the students felt that role-play should be required of all students in the district; and (6) many of the students were selected to be televised in a program entitled "Drugs: A Crisis in Our Schools" in which they voiced opinions about the issue in role. Future research is in order. (Eighteen references, 20 charts of data, and six tables of data are attached.) (RS)

ED 367 002

CS 508 457

Wolff, Leanne O.  
Assessment in the Capstone Course: Trial and Error.

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Departments; Evaluation Methods; Higher Education;  
Program Descriptions; \*Program Evaluation; \*Speech  
Communication; Student Attitudes; \*Student Evaluation; \*Theater  
Arts

IDENTIFIERS- Capstone Programs; Exiting Students; \*Heidelberg  
College OH; Program Exit

The Communication and Theatre Arts Department at Heidelberg  
College (a private liberal arts college in northwestern Ohio)

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Communication Problems; Communication Skills; Ethnocentrism; \*Foreign Students; Higher Education; Instructional Effectiveness; \*Intercultural Communication; Language Role; Student Attitudes; \*Student Reaction; \*Teacher Student Relationship; \*Teaching Assistants; Undergraduate Students

IDENTIFIERS- \*Cultural Sensitivity

The concept of technology transfer (the application of knowledge) and E. M. Rogers and D. K. Bhowmik's (1970) heterophily-homophily distinction is used to help better understand and offer ways to deal with the negative reactions of undergraduates toward foreign teaching assistants (TAs) in U.S. universities. While it is important for foreign TAs to work harder to improve their English language proficiency and teaching skills, this paper focuses more on the role undergraduates can play in improving the situation. This is done for two reasons: (1) given the increasing interdependence among countries today, undergraduates will benefit by improving their intercultural sensitivity by taking steps today for a more fruitful tomorrow; and (2) there are a number of programs focused toward helping foreign TAs and very few aimed at preparing undergraduates to take classes from foreign TAs. (A figure is included; 19 references and an appendix of "Michigan State Bill No. 518" are attached.) (Author/NKA)

ED 367 022

CS 508 479

Romans, Bevin A.

Sojourner Truth as an Essential Part of Rhetorical Theory.

PUB DATE- 18 Nov 93

NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Evaluative/Feasibility (142), Historical Materials (060)

DESCRIPTORS- Blacks; Discourse Analysis; \*Females; Higher Education; \*Persuasive Discourse; \*Rhetorical Criticism; \*Rhetorical Theory; Role Models; \*Social Problems; United States History

IDENTIFIERS- Feminist Criticism; \*Rhetorical Strategies; \*Truth (Sojourner); Womens Suffrage

To affirm Sojourner Truth as a powerful rhetor who advanced the equality and empowerment of women, a study examined several of her speeches on women's suffrage. Although the value of using such role models as Sojourner Truth has been demonstrated in various grade levels, and in the study of history and English, the approach is too seldom employed in today's college classes studying rhetorical criticism. Additional analysis of this female voice is overdue in the field of speech communication. The goal of Sojourner Truth's life was to move the United States toward equality of the sexes, making it appropriate that the critical method used in the study is that of feminist criticism. The study analyzed how in these speeches, and from her perspective as a freed female slave of African descent, Sojourner Truth presented the situation of women; how women perceived society; and the way Sojourner Truth challenged post-Civil War assumptions about females. (The three speeches analyzed are attached. Contains 21 references.) (Author/NKA)

schooling and their experiences with the process. (Contains 11 references.) (NKA)

ED 367 041

CS 508 500

Shelton, Michael W.

Hateful Help--A Practical Look at the Issue of Hate Speech.

PUB DATE- Nov 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Role; College Environment; College Students; \*Freedom of Speech; Higher Education; Student Behavior

IDENTIFIERS- Educational Issues; First Amendment; \*Hate Speech; \*Speech Restrictions (Colleges)

Many college and university administrators have responded to the recent increase in hateful incidents on campus by putting hate speech codes into place. The establishment of speech codes has sparked a heated debate over the impact that such codes have upon free speech and First Amendment values. Some commentators have suggested that viewing hate speech as a special category of expression, unworthy of traditional protection, will result in unpredictable consequences. Many administrators, however, feel that the codes are justified because of the threat that hate speech poses to the educational process and environment. Many administrators also feel that institutions of higher learning should at least be responsible for the behavior of students. Most of the arguments supporting hate speech codes focus around the notion that establishment and maintenance of a university "community" is essential. But every community--including a college or university community--must accept some degree of violation of its norms. There is also no legitimate reason to view students as inherently more vulnerable simply because they are on campus. Although codes are concerned with protecting women and minorities, the use of a regulatory response to hate speech is problematic. The possibility that open discourse might spread sexist and racist ideas should not be a cause for alarm. (Forty-seven notes are included.) (NKA)

Ed 367 042

CS 508 513

McKenzie, Robert

The Role of Obscenity in College Radio.

PUB DATE- Nov 93

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Audience Response; College Students; Court Litigation; Freedom of Speech; Higher Education; \*Language Usage; \*Mass Media Role; Mass Media Use; \*Obscenity; \*Programming (Broadcast); \*Radio

IDENTIFIERS- \*Discourse Communities; Supreme Court

This paper states that college radio invokes two ends of a language spectrum -- the clean language authorized for on-air use and the dirty language prohibited from such use, and that the interaction between the two produces "expositional



Development; \*Program Effectiveness; Public Schools; \*School Based Management

IDENTIFIERS- \*England (West Midlands)

The publication in 1990 of the School Management Task Force Report "Developing School Management--The Way Forward" was a milestone for challenging Local Education Authorities (LEA) and providers in higher education. The report stressed school-based and school-focused institutional and individual development. Changes resulting from the report's recommendations in allocation of resources for continuous professional development have facilitated a successful management development partnership between a West Midlands Comprehensive School and one of the New Universities. This paper explores the school-based and school-focused "Postgraduate Training School" involving 15 middle and senior managers. A change in government resource allocation provided schools with substantially more money for continuous professional development. In a review of the first year of a development program for middle and senior managers at Darlaston Community School in the West Midlands, all participants in the program judged it very positive and many wished to continue their training. The program improved management skills, confidence, and attitudes toward management. The concept of "Postgraduate Training Schools" has been established as a means for providing cost-effective continuing professional development for teachers. (JPT)

ED 367 063

EA 025 648

Horenstein, Mary Ann

Twelve Schools That Succeed.

PUB DATE- 93

NOTE- 95p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Change; Educational Environment; \*Educational Improvement; Educational Innovation; \*Educational Quality; \*Excellence in Education; High Schools; \*School Effectiveness; Secondary Education

This booklet describes 12 Blue Ribbon secondary schools chosen during the 1991 federal recognition program. Representing a cross-section of America, these schools are characterized by a clear vision; empowered, hard-working teachers; a school environment that supports learning; use of local resources; and programs other than classroom learning. Each section provides contact information for each school. The schools include: Old Orchard Beach High School (Old Orchard Beach, Maine); St. Johnsbury Academy (St. Johnsbury, Vermont); Eleanor Roosevelt High School (Greenbelt, Maryland); Whitney High School (Cerritos, California); South Brunswick High School (Monmouth Junction, New Jersey); Craftsbury Academy (Craftsbury Common, Vermont); New Trier High School (Winnetka, Illinois); Benjamin Banneker High School (District of Columbia); Apple Valley High School (Apple Valley, Minnesota); North Penn High School (Lansdale, Pennsylvania); Cass Technical High School (Detroit, Michigan); and Kennebunk High School (Kennebunk, Maine). (LMI)

ED 367 064

EA 025 649

Wendel, Frederick C.; And Others

Supply and Demand of School Administrators in Nebraska.

PUB DATE- Feb 94

NOTE- 115p.

\*Study Skills; Workshops  
IDENTIFIERS- \*Teacher Collaboration

This practicum developed a program to improve the mainstreaming of secondary level students with learning disabilities through provision of: (1) inservice training workshops on the topic of collaborative consultation for regular and exceptional (special) educators, and (2) study skills seminars for the students. In addition to the inservice workshops and student seminars, the practicum involved development of a packet of training information for inservice participants, administration of seminar surveys, development of mechanisms for mainstream cost factor funding, and coordination of meetings for teacher course descriptions and student inventories. Evaluation indicated that collaborative consultation was a successful model for mainstreaming this population. Appendices include forms, seminar descriptions, workshop materials, student inventory, and rating scales. (Contains 35 references.) (DB)

ED 367 084

EC 302 785

Routier, Wanda J.  
Improving Legal Literacy for Secondary Level Students with Disabilities through Teacher Training Using the Americans with Disabilities Act.

PUB DATE- 9 Sep 93

NOTE- 170p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Civil Rights; \*Civil Rights Legislation; Curriculum Development; \*Disabilities; Equal Opportunities (Jobs); Federal Legislation; Information Centers; \*Inservice Teacher Education; \*Law Related Education; Secondary Education; Teaching Methods; \*Teaching Models

IDENTIFIERS- \*Americans with Disabilities Act 1990; \*Legal Literacy

This practicum was designed to develop a national teacher training model giving special education professionals at eight sites the background, understanding, materials, and support necessary to teach secondary students with disabilities about their rights, responsibilities, and opportunities under the Americans with Disabilities Act (ADA). Teachers participated in two national training conferences, taught an ADA curriculum specifically written for students with disabilities, and developed future classroom plans. Implementation of the practicum involved conducting the training, writing an implementation guide for the training model, writing the ADA curriculum, conducting site visits, developing the ADA Clearinghouse and Teacher Resource Center, compiling an ADA resource packet, and assisting teachers with overall guidance. Analysis of program evaluation data revealed that teachers increased their ADA knowledge as a result of the training model. A comparison of students' pretest and posttest scores showed increased knowledge about the law and the ADA after students (n=53) participated in the law-related instructional program. An appendix contains a 90-page training model implementation guide, with information and resource documents on planning training, training components, teacher training, student instruction, and program evaluation. The implementation guide provides a conference checklist, student questionnaire, teacher questionnaire, student portfolio criteria, and many other resource materials. (Contains 34 references.) (JDB)

ED 367 085

EC 302 786

EC 302 748, and EC 302 805-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Comparative Analysis; \*Decision Making;

\*Disabilities; Elementary Secondary Education; \*Free Choice

Transfer Programs; \*Information Sources; \*Open Enrollment;

Parent Attitudes; Parent School Relationship; Participant

Satisfaction; \*School Choice; State Programs

IDENTIFIERS- \*Minnesota

A survey was conducted of Minnesota families of students with disabilities (n=60) and without disabilities (n=60), and responses were compared to identify practices related to public school choice. Results indicated that the media were the primary source of information for families of general education students, while principals and teachers were the main source for special education students. Primary reasons for changing schools were quality of services, the new school's location, academic and athletic reputation, course variety, and climate for learning. For the most part, the reasons for transfer identified by families of students with and without disabilities were similar. School personnel seldom participated in transfer decisions by families of students without disabilities, but were heavily involved in such decisions for students with disabilities. Families of students with disabilities reported school visits as being helpful in making the enrollment decision more often than did families of students without disabilities. Families of students with disabilities reported more improvement in academic performance than did other families. Family involvement for both groups remained relatively constant after the enrollment change. (Contains 26 references.) (JDB)

ED 367 106

EC 302 808

Vsseldyke, James E.; And Others

Open Enrollment and Students with Disabilities: Where Are We and Where Are We Going? Research Report No. 9. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 92

NOTE- 46p.; for other reports in this series, see ED 343 361-364,

EC 302 748, and EC 302 805-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Behavior Change; Comparative Analysis; \*Decision

Making; \*Disabilities; Educational Policy; Elementary Secondary

Education; \*Free Choice Transfer Programs; Information Sources;

\*Open Enrollment; \*Outcomes of Education; \*Parent Attitudes;

Participant Satisfaction; School Choice; State Programs

IDENTIFIERS- \*Minnesota

This report examines the development of school choice policies as an element of educational reform, describes open enrollment as one form of school choice, outlines other types of school choice programs, describes Minnesota's various forms of educational choice, explores arguments for and against choice, and discusses issues and concerns for students with disabilities. The report then presents a study which evaluated opinions of families (n=75) of students with disabilities participating in one of Minnesota's school choice options, open enrollment. In addition to general demographic information, the survey included items related to open enrollment information

Survey (CPS), and the National Health Interview Survey (NHIS). The study used direct methods for states with large sample sizes and synthetic estimates for states with low sample sizes. The study's highlighted findings include: (1) states differ substantially in the rate and severity of work disability (7 of the 10 states with the highest rates of work disability are in the South); (2) an adult in West Virginia is 3.6 times as likely as one in Alaska to be prevented from working; (3) the CPS generates estimates with consistently greater accuracy than the NHIS (as compared to 1990 census values); (4) increased rate of high school completion are associated with declines in work disability; (5) an adult in Mississippi is three times as likely as one in Alaska to have difficulty in mobility or self care; and (6) the rate of work disability declined nationally, from 85.2 per thousand in 1980 to 81.5 per thousand people aged 16 to 64 years in 1990. Extensive tables and figures illustrate and detail the study's findings. (Contains 37 references.) (DB)

ED 367 124

EC 302 853

LaPlante, Mitchell P.

Disability, Health Insurance Coverage, and Utilization of Acute Health Services in the United States. Disability Statistics Report 4.

SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Office of the Assistant Secretary for Planning and Evaluation (DHMS), Washington, D.C.

PUB DATE- Oct 93

NOTE- 265p.; For related reports, see ED 336 905 and EC 302 851-852.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Adults; Age Differences; Children; \*Demography; \*Disabilities; \*Health Insurance; \*Health Services; \*Incidence; Medical Services; National Surveys; Physicians; Sex Differences; Statistical Data

IDENTIFIERS- Impairment Severity; National Health Interview Survey

This report uses data from the 1989 National Health Interview Survey to estimate health insurance coverage of children and nonelderly adults with disabilities and their utilization of physician and hospital care as a function of health insurance status. In part 1, national statistics on disability and insurance status are provided for different measures and categories of disability. Estimates of the percent of the population with various types of insurance coverage or with no insurance coverage are provided by sociodemographic and disability status. In part 2, logistic regression models controlling for sociodemographic factors measure the impact of insurance on utilization of health services. In part 3, the relationships of poverty, employment, and disability with private insurance, public insurance, and no insurance are examined in the context of policy options. Among highlights of the report's findings are: (1) an estimated 11.5 percent of the 35.3 million uninsured people in the United States have some activity limitation; (2) adults with activity limitation are slightly more likely than those without limitation to be uninsured; (3) men with severe disability have more access to Medicare than women, but women have more access to Medicaid; (4) children with activity limitation are as likely as those without limitation to be uninsured (about 15.8 percent); and (5) uninsured adults with disabilities have from 19 percent to 44 percent fewer physician contacts than similar adults with

Learning from Households," by Norma Gonzales, Luis C. Moll, Martha Floyd-Tenery, Anna Rivera, Patricia Rendon, Raquel Gonzales, and Cathy Amanti.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Cultural Traits; Educational Research; Elementary Secondary Education; \*English (Second Language); Ethnography;

\*Family Environment; \*Minority Groups; Models; Research Projects

IDENTIFIERS- ERIC Digests

This digest describes a research model that has shown how classroom practice can be developed, transformed, and enriched by drawing on existing "funds of knowledge" in minority students' households. Funds of knowledge refers to those historically developed and accumulated strategies (e.g., skills, abilities, ideas, practices) or bodies of knowledge that are essential to a household's functioning and well being. Through participant-observer visits to minority student households, researchers and teachers became aware of these funds of knowledge. As a result of these research activities, teachers have come to view their students as competent participants in households rich in cognitive resources, and have consequently raised their expectations of students' abilities. Specific sections of the digest discuss the following: researching funds of knowledge, which describes a research project carried out in Tucson, Arizona; teachers as learners and reflexive practitioners, which discusses the difficulties involved in implementing this research model; and funds of knowledge as transformative principle, which highlights the underlying transformative potentials in viewing the households as repositories of funds of knowledge. (VWL)

ED 367 147

FL 021 869

Anivan, Sarinee, Ed.

Issues in Language Programme Evaluation in the 1990s. Anthology Series 27.

PUB DATE- 91

NOTE- 174p.; Selected papers from the Southeast Asian Ministers of Education Organization (SEAMEO) Regional Language Centre Seminar (Singapore, 1990). For individual papers, see FL 021 870-882.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020); Collected Works - Series (022)

DESCRIPTORS- Curriculum Evaluation; Elementary Secondary Education; \*English (Second Language); English for Academic Purposes; Evaluation Criteria; Evaluation Methods; Foreign Countries; Formative Evaluation; Higher Education; Intensive Language Courses; Language Proficiency; Language Role; Language Teachers; \*Language Tests; \*Program Evaluation; Research Utilization; Second Language Instruction; \*Second Language Programs; Self Evaluation (Individuals); Teacher Education; Teaching Methods; Testing; Theory Practice Relationship; Writing Instruction

IDENTIFIERS- Indonesia; Japan; Malaysia; Nepal; Singapore

Papers on aspects of second language program evaluation include the following: "The Role of Language Testing in Language Program Evaluation" (Adrian Palmer); "Defining an Appropriate Role for Language Tests in Intensive English Language Programs" (Margaret Des Brisay, Doreen Ready); "Principles and Practice in an Evaluation Project" (Dermot F. Murphy); "National Level

Bailey, Kathleen M.  
Diary Studies of Classroom Language Learning: The Doubting Game  
and the Believing Game.  
PUB DATE- 91  
NOTE- 45p.; In: Sadtono, Eugenius, Ed. Language Acquisition and  
the Second/Foreign Language Classroom. Anthology Series 28; see  
FL 021 883.

LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142), Information  
Analyses/State-of-the-art Materials (070), Speeches, Conference  
Papers, "Papers Presented at..." (150)  
DESCRIPTORS- \*Case Studies; \*Classroom Research; Educational  
Research; Journal Writing; Language Research; Research  
Methodology; Second Language Learning; \*Second Languages;  
\*Student Journals

A discussion of diary studies, research on second language learning and teaching that uses student journals about the learning experience, defines the method, reviews a number of such studies, and examines the pros and cons of this approach. It is noted that diary studies are first-person case study research, a form of empirical (data-based) research enhanced by introspection and analysis. Introspection can be concurrent with the learning event, immediate retrospection, or delayed retrospection. Diary studies span this continuum. Problems associated with the method include: sampling limitations (small samples, biased subjects); data collection issues (those inherent in self-reporting, bias in retrospection, limitations of introspection, quality and breadth of entries, and commitment of the diarist); and data analysis concerns (limited generalizability of small quantities of information, inappropriateness of causal statements, and all problems typically associated with qualitative analysis). The method is seen to have advantages for: teachers, in re-examining the language learning process; learners, for whom diaries are a safety valve for frustration, promote awareness of learning processes and pitfalls, and are evidence of progress; and language learning research, by adding to the knowledge base and also revealing new issues and factors to be considered. Contains 105 references. (MSE)

ED 367 167 FL 021 889

Griffiths, Roger  
Personality and Second-Language Learning: Theory, Research, and  
Practice.  
PUB DATE- 91  
NOTE- 35p.; In: Sadtono, Eugenius, Ed. Language Acquisition and  
the Second/Foreign Language Classroom. Anthology Series 28; see  
FL 021 883.

LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142), Information  
Analyses/State-of-the-art Materials (070), Speeches, Conference  
Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Class Activities; Classroom Communication; Classroom  
Techniques; Cognitive Style; \*Cooperative Learning; \*Cultural  
Traits; Foreign Countries; \*Personality Traits; Research  
Methodology; Second Language Learning; \*Second Languages;  
\*Teaching Methods; \*Testing  
Personality has largely been ignored or written off as a variable  
in second language learning. However, it should be considered  
as an alternative research perspective for four reasons: (1)

Oscarson, Mats

Engelska i Arskurs 9. Resultat fran den nationella utvärderingen av grundskolan Rapport nr 1993:16 (English in Grade 9. Results from the Swedish National Assessment Programme in the Nine-Year Compulsory School. Report No. 1993:16).

PUB DATE- Dec 93

NOTE- 219p.

LANGUAGE- Swedish

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Class Activities; Elementary Secondary Education; \*English (Second Language); Foreign Countries; Grade 5; Grade 9; Language Teachers; Language Tests; Program Descriptions; Questionnaires; Second Language Learning; \*Student Attitudes; Student Evaluation; Teacher Attitudes; Testing

IDENTIFIERS- Sweden

This report describes a project that is part of a national assessment program in Sweden under which the performance and attitudes of students in the 5th and 9th years of the compulsory school are being studied. The study focuses on the description of classroom activities and attained goals as well as on attitudes towards the subject, English as a foreign language. The objective of the project is to survey teachers' views on various aspects of language instruction and curricular goals, as well as their needs for in-service training. This report describes overall results. The measurement instruments include detailed questionnaires for students and teachers, as well as English language tests. Emphasis is on assessment of productive skills. Two large-scale field studies have been undertaken one in the 5th grade, involving 3,000 students, and one in the 9th grade, involving 10,000 students. To conclude, general questions relating to purposes and design of national assessments are discussed. Proposals for further research are put forward. An extensive appendix section is provided that includes most of the English language teaching tests and all the questionnaires used in the investigation. (VWL)

Minami, Masahiko

Social Interaction and Discourse Style: Culture-Specific Parental Styles of Interviewing and Children's Narrative Structure.

PUB DATE- Jul 93

NOTE- 32p.; Paper presented at the International Pragmatics Conference (4th, Kobe, Japan, July 26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Child Language; Comparative Analysis; Connected Discourse; Cross Cultural Studies; \*Cultural Differences; English; Japanese; Language Acquisition; Mothers; \*Oral Language; \*Parent Child Relationship; \*Personal Narratives

IDENTIFIERS- English Speaking; Japan; Japanese Speaking; North America

The form of Japanese children's personal narratives is distinctly different from that of English-speaking children. Despite follow-up questions that encouraged them to talk about one personal narrative at length, Japanese children spoke succinctly about collections of experiences rather than

and business. Several programs feature mentoring and tutoring. Appended are standards of quality for school-based service learning. (MN)

ED 366 728

CE 065 533

Common Roofing and Waterproofing Materials and Equipment. Roofing Workbook and Tests.

PUB DATE- 93

NOTE- 63p.; For related documents, see ED 203 139, ED 212 816, ED 215 211-212, ED 219 595-596, ED 223 891, ED 230 814, and ED 351 557.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Apprenticeships; Asphalts; Behavioral Objectives;

\*Building Trades; Construction (Process); \*Construction

Materials; Instructional Materials; Objective Tests;

Postsecondary Education; \*Roofing; Skilled Workers; Trade and

Industrial Education

IDENTIFIERS- California; \*Waterproofing

This publication on common roofing and waterproofing materials and equipment is one of a series of units of instruction for roofing apprenticeship classes. The workbook portion is divided into eight topics: production of bitumens and asphalt roofing materials, built-up materials and adhesives, asphalt products and rigid roofing materials, single-ply roofing and waterproofing systems, flashing materials, fasteners, handling of roofing materials, and operation and maintenance of small engines. Objectives and informational material are provided for each topic. Appendixes to this section are a list of instructional materials required for each apprentice, glossary, and General Industry Safety Orders on industrial truck operation. The test section of this publication contains objective tests for each topic of the workbook. (YLB)

ED 366 729

CE 065 534

Independent Study Operations Manual. 1993 Revised Edition.

PUB DATE- 93

NOTE- 298p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for

Teachers, Parents, Clergy, etc. in Non-Classroom situations)

(055)

DESCRIPTORS- Ancillary School Services; \*Board of Education

Policy; Curriculum Development; Elementary Secondary Education;

Guidance Programs; Guidelines; Home Study; \*Independent Study;

Personnel Selection; Program Development; Program Evaluation;

\*Program Implementation; Special Needs Students; \*Student

Evaluation; \*Teaching Methods

This manual is designed to supply the information needed to enable schools, school districts, county offices of education, trainers of educators, and others to offer the independent study instructional strategy to students at all grade levels through high school. It contains the California state guidelines and legal requirements for independent study. Thirteen chapters cover the following: an introduction to independent study; the legal basis for a local board policy on independent study; students who may benefit from independent study; staffing and organizational structure; implementation or



education. The conclusion presents implications for policy, practice, and new directions for research and development. (Contains 89 references.) (YLB)

ED 366 747

CE 065 563

Reisner, Elizabeth R.

Adult Literacy Training and the Integration of Human Services.  
SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Dec 93

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adult Basic Education; Adult Literacy; Agency Cooperation; Basic Skills; Child Rearing; Cooperative Programs; Coordination; \*Disadvantaged; \*Human Services; \*Job Training; \*Literacy Education; Models; \*Parent Education; Parenting Skills  
IDENTIFIERS- \*Integrated Services

Service integration is a public policy strategy that brings together many services for highly disadvantaged persons, refashions the delivery of those services to meet individual needs, and increases the possibility of long-term success. Literacy training is an appropriate centerpiece for service integration because it contributes to the long-term self-sufficiency of individuals and families, thus meeting the strategy's central objective. Two service integration models that employ literacy training in a central role involve skills training and employment preparation and the development of parenting and child development skills. Service integration designed around literacy training can contribute to the following: (1) increased understanding of literacy issues among human service providers; (2) informal literacy training in many service contexts; (3) new opportunities to ground literacy instruction in real life applications; and (4) improvements in the capacity of human service agencies to serve persons who have previously failed to achieve literacy goals. Barriers to service integration include the following: the categorical structure underlying authorizations of public funds for literacy training and related services; a lack of experience and training on the part of literacy professionals to create and administer the necessary programmatic arrangements; and the need for extensive planning and ongoing collaboration at many levels of the participating organizations. (Contains 19 references.) (Author/YLB)

ED 366 748

CE 065 564

Wolf, Mary Alice

Learning: Meeting the Challenges of Older Adulthood.

PUB DATE- 19 Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Dallas, TX, November 19, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adult Development; Adult Education; \*Adult Learning; \*Aging (Individuals); Aging Education; Developmental Tasks; \*Educational Gerontology; Educational Theories; \*Lifelong Learning; Models; \*Older Adults; Reminiscence  
IDENTIFIERS- Life Review

teeth; and grooming skin, hair, and hands); clothes (selecting and caring for clothes and planning a young man's and woman's wardrobe); defining oneself (personality, image, and ways of relating to others); assessing one's skills and defining one's goals (career goals and personal inventories); on the road to a career (resumes and interviews); shaping the future (things expected on most jobs, how jobs become careers, communication on the job, money management, and stress management); and creating opportunities (employee-manager relationships and success on the job). Each assignment includes objectives, instructional text, questions, and suggested learning activities. The accompanying answer book/teacher's guide contains suggestions for using the curriculum guide for independent study and classroom instruction, a correlation of assignments and objectives with SCANS competencies, and list of SCANS competencies and skills. (MN)

ED 366 766

CE 065 605

Binder, Andrea, Comp.; And Others

ESL Resource Center. An Annotated Bibliography of Selected Resources for Vocational Preparation for Limited English Proficient Students.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.

PUB DATE- Apr 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Adult Basic Education; Annotated Bibliographies; Audiovisual Aids; \*Career Guidance; Courseware; Databases; \*English (Second Language); \*Instructional Materials; \*Limited English Speaking; Literacy Education; Resource Materials; Secondary Education; Second Language Learning; \*Vocational Education; \*Vocational English (Second Language)

IDENTIFIERS- \*Workplace Literacy

This annotated bibliography contains publication data and information on the content and availability of 58 resource materials that are recommended for use in vocational preparation programs for individuals with limited English proficiency. Descriptions of the resource materials are organized into sections on the following topics: English as a Second Language (ESL), career guidance, vocational training, vocational English as a Second Language, and workplace literacy. Each resource description contains some or all of the following: record number; title; author; editors; edition; publisher; place of publication; month/year of publication; price; location; ERIC code; format; source of information about the resource material; and description of the resource material's content, intended audience, and intended/recommended use(s). Included among the types of resource materials listed are the following: software/courseware, bibliographies, textbooks, teacher guides/handbooks, picture cards, practice books, inventories, test batteries, and videos. Materials for use in secondary-level and adult basic education programs are described. Also included is information about the ESL Resource Center database and various codes used in the database. (MN)

ED 366 767

CE 065 608

ESL Staff Development. Assist LEP Students to Access Training for Tomorrow's Jobs. Inservice Manual.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

technologies/laboratory methods, core curriculum topics, and agricultural careers. Other inservice objectives were as follows: foster discussion about issues related to secondary-postsecondary articulation of agricultural instruction, establish professional dialogue between agriculture and academic core teachers and between teachers and project administrators, and assess the project and develop plans for future activities. Ten schools sent one or more representatives to the inservice program. Participants also received laboratory teaching kits/materials sufficient to teach a class of 20 secondary students, lesson plans and related instructional materials, and evaluation instruments. Project feedback obtained from written questionnaires and discussions was quite favorable. (Appendixes constituting half this document include the inservice and course program, course materials, presenter evaluations, and a review of week and summary evaluations.) (MN)

ED 366 784

CE 065 665

Plavins, Maris  
Curriculum Mapping Project.  
PUB DATE- 29 Nov 93

NOTE- 14p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Curriculum; \*Disabilities; Educational Research; Education Work Relationship; General Education; High Schools; Special Education; \*Special Needs Students; Statewide Planning; Teacher Attitudes; \*Teacher Education; \*Vocational Education  
IDENTIFIERS- \*Curriculum Mapping; Washington (Puget Sound)

Case studies in eight school settings identified the various curricula and services for delivering curricula to youth with disabilities. Settings represented a cross-section of schools in the Puget Sound Area of Washington State. Data were gathered through interviews and surveys of students, parents, special and general education teachers, principals, and counselors. Respondents indicated that about 10 percent of the student population had special needs, and this population was increasing. They suggested employment and independent living as major goals for students with disabilities. Vocational education was seen as the path to job readiness, and respondents recommended more and better preparation for the world of work. Most general education teachers, including those teaching vocational subjects, had little, if any, formal preparation in the area of special education, and many felt unprepared to teach students with special needs. Data indicated agreement that teachers should know something about the various types of disabilities, what to expect from special students, and what methods of instruction are appropriate. The implication for preparing new teachers would be to include practical experience and coursework in special education. (An appendix presents findings and recommendations regarding transition issues in three segments: curricular considerations, Parent Advisory Board and alumni parental involvement, and individual education plans and transition plan generators.) (YLB)

ED 366 785

CE 065 666

Smith, Garnett J.

economic growth, is the assumption that the sources of growth are independent. The microstudies of the effect of ET on productivity also use assumptions that may limit their usefulness for policy guidance in a changing environment. The human capital studies assume a static economy in equilibrium even though economic growth is characterized by disequilibrium situations. Some promising alternatives in the economics of technological change take a more systems-oriented approach, although they have yet to be applied to ET. Important exceptions are the matched firm comparisons by Prais and his collaborators. (Contains 239 references.) (YLB)

ED 366 802

CE 065 706

Winters, Kirk

Building Bridges from School to Work. A Background Paper for the "Goals 2000: Educate America" Satellite Town Meeting.

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.

PUB DATE- 13 Apr 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (D55); Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Educational Improvement; \*Educational Needs; Educational Trends; \*Education Work Relationship; Entry Workers; \*Futures (of Society); High Schools; \*Integrated Curriculum; Job Skills; Noncollege Bound Students; \*Program Development; Technical Education; Vocational Education

IDENTIFIERS- National Education Goals 1990

More than half of current high school graduates do not go to college, and about two-thirds of high school graduates do not complete a college education. For these young people, as well as for the future competitiveness of the United States, a strategy to build bridges from school to work is needed. Four models have been suggested: youth apprenticeship, tech prep, career academies, and cooperative education, all of which are being implemented in various ways throughout the country. Eight principles are helpful to communities seeking to build high-quality school-to-work bridges and open multiple career paths for their young workers: (1) business as a major player; (2) community colleges in a pivotal role; (3) high standards for all students; (4) incentives for students to meet high standards; (5) career guidance, exploration, and counseling for all students; (6) integrated academic and technical learning; (7) integrated school-based learning with worksite learning; and (8) preparing students for two futures--(1) jobs requiring technical skills and (2) further learning, either job-specific training or four-year college. More than half of this document is comprised of the following information: descriptions of 9 current school-to-work projects, contacts for such partnerships, an annotated list of 12 sources of help, 9 references, a list of 10 national standards groups, and an annotated list of 27 documents that communities can use to begin raising academic standards and objectives for National Education Goal 5 which states that, by the year 2000, "every adult American will possess the knowledge and skills necessary to compete in a global economy." (KC)

ED 366 803

CE 065 707

identification/choice and must establish performance standards for mentoring services in career development. Even in the most superficial or limited mentoring experiences, mentors and youths participate in a series of social and psychological interactions resulting in the following outcomes for students: (1) greater access to knowledge; (2) reduced social distance from the world of work; (3) increased achievement orientation; (4) enhanced sense of the ability to achieve; and (5) capacity to use others to further personal career aims. The quality of mentoring and its effect on students can be measured by "authentic assessment" tools, such as portfolios, exhibitions, and student records. In the career development process, mentoring can occur in formal classroom instruction, work experiences, special programs, and/or special services. The quality of mentoring in school settings depends on staff members' ability to incorporate career development concepts/activities into the informal curriculum and consult with/use employers, community groups, and the general public to support schools' career development processes. In many schools, small curriculum/instructional units may be better arrangements for creative use of outsiders than large-scale mentoring programs are. (MN)

ED 366 821

CE 065 736

VET and Progression for Learners with Disabilities and Learning Difficulties in FE Colleges.

PUB DATE- Dec 93

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Access to Education; \*Adult Education; Attitude Change; Change Strategies; \*College Programs; \*Disabilities; \*Educational Change; Educational Legislation; Educational Objectives; \*Equal Education; Flexible Progression; Foreign Countries; Individualized Education Programs; Long Range Planning; Partnerships in Education; Postsecondary Education; Program Development; \*Student Certification; Vocational Education

IDENTIFIERS- Action Plans; \*Great Britain; National Vocational Qualifications (England)

The structural and curricular changes currently being experienced by British further education (FE) colleges pose special challenges for FE colleges committed to providing for vocational students with disabilities and learning difficulties. Despite great progress in the area of expanding the educational opportunities available to disabled persons, much work remains to be done to ensure that core skill requirements and the demands of external written tests do not deny access to a significant number of disabled learners. The effectiveness of frameworks for the progression of students with disabilities will depend largely on the attitudes of their parents and the professionals and employers involved in their training. Partnerships remain crucial to ensuring the disabled students' progression to/achievement of National Vocational Qualifications. Formulation of flexible outcomes and individual action plans are also crucial to ensuring that disabled students have access to and achieve success in FE college programs. Regular developments in FE colleges are all relevant to learners with disabilities and learning disabilities, and advice on these topics is available in many Further Education Unit publications. (A sample action plan for FE colleges and

IDENTIFIERS- \*Denmark

Vocational education and training is a concept that covers a sandwich-type course in which school-based education alternates with firm-based training. Broader courses in Denmark include simultaneous work at companies and school training. The advantage to this system is that students do not waste time training for an occupation that they may not like. At present, Denmark has 85 vocational education and training courses, but there are approximately 300 different specializations. New ways of teaching are being promoted, especially integrated teaching of the theoretical and the practical knowledge of a subject. The vocational education and training courses usually are high-level and lead to examinations for certification. Vocational education and training can be provided by vocational schools and colleges; requirements for time spent at the schools and on the job vary. Basic subjects as well as personal development and social studies should be included. Educational reform is continuing to ensure that students can choose their courses and their occupations and receive the education necessary to pass examinations to receive their journeyworker's license in their fields. (KC)

ED 366 840

CE 065 778

Further Education and Training in Denmark.

PUB DATE- 91

NOTE- 39p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Adult Education; \*Continuing Education; \*Delivery Systems; \*Educational Needs; \*Education Work Relationship; Foreign Countries; \*On the Job Training; Postsecondary Education; Vocational Education

IDENTIFIERS- \*Denmark

Because about 50 percent of the Danish work force have not completed any formal course of vocational education and job training, continuing training efforts are needed. Such training is especially needed by the unemployed. Several research reports have shown that continuing training activities are characterized by proliferation and diversity. The studies have shown that persons who have achieved a higher level of training are more likely to participate in continuing training. However, unemployed people and those workers who have participated only modestly in job training also have a great need for job training, a need that often goes unfilled. Additionally, studies have shown that providing training for present labor markets is not enough; instead persons must be trained for changing conditions and therefore must undergo training continually. Public continuing training efforts should be expanded in the field of further education, with special attention to the needs of small and medium-sized businesses. Such an intensified training effort should be considered as a core element in public policy. There is a special need for better training methods, better coordination of information on training possibilities, strengthening the motivation of those who need training, and cooperation between various companies and agencies in providing training. (An appendix to the report contains a survey of the adult education possibilities in Denmark.) (KC)

ED 366 841

CE 065 819

Support Groups; \*Student Adjustment; \*Student Attitudes;  
Undergraduate Students

Current family relationships not only form an important part of most people's social networks but also influence global perceptions of social support. Using multiple regression techniques, this study investigated the roles of students' perceptions of their family environment and the quality of specific student-parent relationships in predicting students' adjustment and generalized perceptions of social support. Undergraduate students (N=98) completed the Family Environment Scale, Social Support Questionnaire, Quality of Relationships Inventory concerning their current relationships with their mothers and fathers, and the Beck Depression Survey and UCLA Loneliness Questionnaire. Findings revealed a strong relationship between the students' general perceptions of family cohesiveness, conflict, and expressiveness and perceptions of depth, support, and conflict from each parent. Specific relationship-based measures made independent contributions to the prediction of loneliness, depression, and global social support, but family environment measures only made unique predictions of depression. The findings provide support for the idea that perceptions of specific close relationships are an important component in adjustment and overall perceptions of social relationships and suggest that overall perceptions of family environments may also be important at least in some aspects of adjustment. (Author/NB)

ED 366 860

CG 025 204

Putting Families First: AFL-CIO Working Family Resource Guide.

PUB DATE- 92

NOTE- 105p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Adolescents; Children; Collective Bargaining; \*Employed Parents; \*Family Life; \*Family Structure; \*Family Work Relationship; \*One Parent Family; Unions

This document notes that widespread economic and demographic changes in the United States have radically reshaped both the workplace and the family and have created the need to sharply refocus attention on the relationship between the two. It acknowledges that there are no simple, easy, or cheap ways to meet the needs of working families who have diverse interests, yet asserts that unions have special responsibilities and opportunities to promote and defend family-oriented programs, both public and private, and to pursue family-strengthening programs through the collective bargaining process. This resource guide was designed to serve as a convenient reference for the purpose of: (1) educating readers on work and family issues; (2) providing material for speeches; (3) giving assistance in drafting resolutions; (4) providing background material to be used when speaking to the press; (5) providing statistics and more in-depth information; (6) providing background information critical for bargaining on work and family issues; (7) providing names of labor experts who can speak on specific work and family issues and provide technical assistance on work and family programs; and (8) providing a list of specific resource books, pamphlets, and videos produced by and available from the unions of the American Federation of Labor and the Congress of Industrial Organizations (AFL/CIO). Various sections of the guide focus on strategies, fact sheets, federal programs, resolutions, resources, and contract

Kelly, Carol  
 School Psychologists: Leaders for Change Building a Secure Future  
 for Children. CASS Digest.  
 SPONS. AGENCY- Department of Education, Washington, DC.  
 PUB DATE- Apr 94  
 NOTE- 3p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC  
 Information Analysis Products (071)  
 DESCRIPTORS- Adolescents; \*Childhood Needs; Children; \*Counselor  
 Role; \*Educational Change; Elementary Secondary Education;  
 Futures (of Society); \*School Psychologists  
 IDENTIFIERS- ERIC Digests

This digest examines the role of school psychologists in  
 improving educational opportunities for children and  
 adolescents. A variety of issues that affect children and their  
 ability to learn are discussed: widening social class  
 differences and increases in the number of children living in  
 poverty; changing value systems; family disintegration; lack of  
 financial support for education; and children's exposure to  
 violence in their neighborhoods, schools and in the media. The  
 need for leadership in addressing these issues is emphasized  
 and the role of school psychologists as leaders is advocated. A  
 number of change strategies are discussed, including forming  
 positive relationships between adults and children; using  
 research to determine what works and what does not; developing  
 policies and encouraging legislation that support children and  
 education; getting involved in the system; adopting a process  
 for change in the schools; offering needed special services to  
 students; increasing the school psychologist's visibility; and  
 developing plans to make a difference in the schools. The  
 digest concludes by urging school psychologists to use their  
 skills to help the country and school communities shift their  
 priorities and build a secure future for children. (NB)

ED 366 880

CG 025 226

Pittman, Karen J.; Cahill, Michele  
 Pushing the Boundaries of Education: The Implications of a Youth  
 Development Approach to Education Policies, Structures and  
 Collaborations. Commissioned Paper #6.  
 SPONS. AGENCY- Council of Chief State School Officers,  
 Washington, D.C.; Ford Foundation, New York, N.Y.; Lilly  
 Endowment, Inc., Indianapolis, Ind.  
 PUB DATE- Jul 92  
 NOTE- 28p.; Paper first presented as a speech at the Summer  
 Institute of Chief State School Officers (July, 1992).  
 LANGUAGE- English  
 EDRS Price- MF01/PC02 Plus Postage.  
 PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,  
 Conference Papers, "Papers Presented at..." (150)  
 DESCRIPTORS- Adolescents; \*Child Development; Children;  
 Competence; \*Educational Change; \*Educational Policy;  
 Elementary Secondary Education; Public Schools; Student Needs;  
 \*Youth Problems

In recent years there have been an extraordinary number of  
 proposals for comprehensive and intensive changes in school  
 structure, finance, and administration, one indication that  
 this is a time of unprecedented change for schools. One of the  
 forces driving this intense focus on school change is the  
 growing national concern about youth issues and problems. This  
 paper notes the myriad of add-on programs that compete for



Morrison, Ann M.; And Others  
Making Diversity Happen: Controversies and Solutions.  
PUB DATE- 93

NOTE- 139p.; Based on the "Leadership Diversity Beyond Awareness into Action" Conference (Greensboro, NC, December 1-3, 1992).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Administrators; \*Cultural Pluralism; \*Diversity (Institutional); \*Leaders; \*Leadership Responsibility; \*Organizational Climate; \*Organizational Development

Drawing on discussions at a conference hosted by the Center for Creative Leadership, this book presents a synthesis of the views of many of today's leading diversity practitioners and thinkers on how to develop diversity in organizations. Instead of presenting a session-by-session account of the conference, the book offers chapters on each of four major themes identified after a review of conference data, including audiotapes and videotapes of the sessions; notes from small-group discussions; the results of a preconference poll that asked participants about practices and controversies central to developing a diversity initiative; the responses to a questionnaire administered at the end of the conference which asked participants for their learnings and their plans for next steps; and the results of a postconference poll sent out 2 months after the meeting. Individual chapters focus on these four themes: (1) What does diversity mean to organizations? (chapter 1); (2) How can organizational commitment to diversity be developed? (chapter 2); (3) How should a diversity initiative proceed? (chapter 3); and (4) What are some important diversity practices (chapter 4). The book concludes with a discussion of what the next steps in achieving diversity should be (chapter 5). Conference information is appended. (NB)

ED 366 899

CG 025 257

Stickel, Sue A.; Waltman, Jean  
A Practicum in School Counseling: Using Reflective Journals as an Integral Component.

PUB DATE- 12 Feb 94

NOTE- 9p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Opinions/Personal Viewpoints/Position Papers/Essays (120); Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Counselor Training; Elementary Secondary Education; Graduate Students; Higher Education; \*Practicums; \*School Counseling; \*Student Journals

This paper contends that training in reflective process, a formal component of many teacher education programs, needs to occur also in counselor training programs, particularly in the practicum experience. A framework is proposed for reflective journaling as an integral component of the pre-service counseling practicum. The framework explains how a counselor can use reflection to provide a theoretical base for the articulation, analysis, and critique of a person's evolving professional development. While there are no definitive models of how the reflective process can be operationalized in a training program, this paper proposes that journals can be

LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Dissertations/Theses  
- Undetermined (040), Test, Questionnaires, Evaluation  
Instruments (160)  
DESCRIPTORS- \*Basal Reading; Comparative Analysis; Elementary  
Education; \*Instructional Effectiveness; Reading Ability;  
\*Reading Achievement; \*Reading Programs; Reading Research;  
Teacher Behavior  
IDENTIFIERS- Teacher Surveys

The purpose of this study was to determine whether significant mean differences exist in standardized reading scores between a district that utilized a single basal series to develop reading ability and a district utilizing a tri-basal approach to reading. A cross-section of elementary teachers from two similar suburban school districts that adopted either a single basal program or a tri-basal program responded to questionnaires that sought information on the various approaches used in the classroom for the instruction of reading. Performance was measured by the Reading Comprehension scores on the Iowa standardized tests for five elementary school buildings in each of the school districts. Results indicated no statistically significant difference between the reading comprehension achievement among the randomly selected elementary students who receive reading instruction through the use of one basal reading program, versus students who receive instruction through a tri-basal reading program. (Two tables of data are included and the questionnaire is attached. Contains 68 references.) (RS) (Author/RS)

ED 366 920

CS 011 597

Goldberg, Judith Zerring  
Gender Bias in Reading and Related Literature.  
PUB DATE- Apr 94  
NOTE- 72p.; M.A. Project, Kean College of New Jersey.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Dissertations/Theses  
- Undetermined (040)  
DESCRIPTORS- Characterization; Childrens Literature; Grade 3;  
Instructional Effectiveness; Primary Education; Reading  
Research; \*Sex Bias; \*Sex Stereotypes; \*Student Attitudes  
IDENTIFIERS- New Jersey

A study examined whether exposing children via reading and discussing books in which the main characters are depicted in a non-sexist manner would have any effect upon the degree of gender stereotyping expressed by the children. Eighteen third-grade children at a suburban elementary school in New Jersey completed a pretest to determine the degree of gender stereotyping expressed by the children. The children were then exposed to a series of six stories in which the characters were portrayed in a non-sexist manner. Upon completion of the lessons, the children were once again tested. Analysis revealed that although there was a slight positive trend, no significant difference was found between the pre- and posttest scores. Findings suggest that exposing children via reading and discussing stories in which the characters are portrayed in a nonsexist manner does not result in a significant change in attitude. However, had the study been extended over a longer period of time, the results may have varied. (Three tables of data are included; the survey instrument, six lesson plans, and an appendix of data are attached. Contains 34 references.) (Author/RS)

Instead of ignoring violence, teachers must examine its underlying ideologies and thereby involve students in a critical consumption of the culture in which they are embedded. (Contains 20 notes.) (HB)

ED 366 942

CS 214 179

Holbrook, Marcia  
Decentering the Decentered: Constructing Selves at a Community College.

PUB DATE- Apr 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (44th, San Diego, CA, March 31-April 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Basic Writing; \*Classroom Environment; Cognitive Style; \*Community Colleges; English Instruction; Open Enrollment; Student Attitudes; Student Needs; \*Teacher Student Relationship; Two Year Colleges

IDENTIFIERS- \*Basic Writers; Personal Writing

Teaching basic writing at an open-admissions, urban, commuter community college involves the instructor with a clientele of student writers with a wide variety and complexity of needs and abilities. According to much research, demands by some scholars for having students write more than just "themes" is inappropriate for such students. Many of these students are dependent learners who look to authority figures for guidelines and instructional support. Other research indicates that entry-level students are uncomfortable with writing on abstract levels. Furthermore, distinctions between the supposed "real" self and the author presented in writing is counterproductive and possibly harmful. In designing entry-level writing courses, then, teachers must recognize the needs and abilities of the students. In recognizing the limitations of student writers, however, the value of personal writing can be overstated, and which as a central aspect of writing courses often leads to problems for the writer and instructor. Workshop formats are useful for helping students complete written assignments, but some students are uncomfortable receiving advice from anyone except the recognized authority, the teacher. Providing a range of instructional strategies and allowing students to choose topics demonstrates a real concern for students as individuals. (HB)

ED 366 943

CS 214 187

Block, Cathy Collins  
Teaching the Language Arts: Expanding Thinking through Student-Centered Instruction.

PUB DATE- 93

NOTE- 577p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)  
DESCRIPTORS- Communication Skills; Critical Thinking; Elementary Education; Integrated Curriculum; \*Language Arts; Listening Skills; Middle Schools; Program Evaluation; \*Reading Instruction; Special Needs Students; \*Student Centered Curriculum; \*Theory Practice Relationship; \*Thinking Skills; \*Writing Instruction; Writing Processes

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Evaluation Methods; Secondary Education; Staff Development; \*Student Writing Models; \*Writing Achievement; \*Writing Evaluation; \*Writing Improvement

IDENTIFIERS- Alternative Assessment; \*Oregon; Process Approach (Writing); Writing Test Prompts

Noting that Oregon has been a pioneer in developing assessments which require actual student writing, this booklet includes a collection of student essays and shows how they were evaluated by teachers. The sample essays in the booklet are useful in staff development activities and may also be shared with students, serving as models to help students improve their writing. The booklet notes that scores increased in five of the six writing traits for the 1992 assessment. The first chapter briefly discusses writing assessment in Oregon. The second chapter presents the six-trait analytic model, writing prompts, papers by 8th-graders, papers by 11th-graders, and miscellaneous papers. The third chapter discusses the teaching of writing as a process. The trait scoring rubric, mode scoring rubric, guides to revision, the student writer's report, a 16-item annotated bibliography on writing instruction, and lists of writing panel members are attached. (RS)

ED 366 962

CS 214 212

Marchesani, Joseph J.

Introducing Lesbian and Gay Fiction into the College Classroom.

PUB DATE- Nov 93

NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Course Content; \*Freshman Composition; Higher Education; Homophobia; \*Homosexuality; Instructional Innovation; Literary Genres; Reading Materials; Science Fiction; Sex Stereotypes; Sexual Identity; \*Student Attitudes; \*Student Reaction

IDENTIFIERS- Cultural Sensitivity; \*Homosexual Literature

A college writing instructor used lesbian and gay fiction in three of his classes--two freshman composition classes and a science fiction class. His university accepted the instructor's right to use these materials and acknowledged students' rights to opt out of the classes after they learned the requirements of the class. The instructor viewed his role as model (being an openly gay faculty member), mentor (balancing confrontation and reassurance when raising issues of sexual identity), and as judge (weighing the quality of the students' work). In the composition classes, the readings were arranged to be more challenging as the term went on. The science fiction class was divided into three segments: biological distinctions between men and women; social and cultural distinctions between masculinity and femininity; and sexist and homophobic stereotypes. The instructor has been met with some resistance from some students. Four or five students out of 25 chose to drop the section each term, while other sections of freshman

concerns; (3) talk "authentically" with children and listen "authentically" to children; (4) balance process/product and content/mechanics in writing; (5) model the writing process for students; (6) identify specific areas in which students need instruction and guidance; (7) adapt to and plan for individual differences; (8) provide concrete encouragement for reluctant students; (9) recognize the natural curiosity, openness, and honesty that characterize most children; and (10) see the "whole child." The next phase of the research process is three-fold: continuation of data collection with new students; incorporation of results into the ongoing use of dialogue journals in the college classroom; and expansion of the project to include elementary school students in an urban setting. (Sample questions used in data collection and an appendix of categories, sub-categories, and sample data are attached. (Contains 16 references.) (RS)

ED 366 983

CS 214 235

March, Thomas A.  
Computer-Guided Writing: Developing Expert Characteristics in Novice Writers.

PUB DATE- 93

NOTE- 153p.; M.A. Thesis, San Diego State University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- \*Computer Assisted Instruction; Instructional Effectiveness; Junior High Schools; Writing (Composition); Writing Attitudes; \*Writing Instruction; \*Writing Processes; Writing Research

IDENTIFIERS- California (San Diego); Rhetorical Strategies; Writing Development

A study sought to determine whether the experience and quality of writing changes when novice writers who compose on computers are supported by a more interactive guided-writing program. Subjects, 143 seventh- and eighth-grade students in San Diego were assigned by intact classes to one of five versions of computer-guided writing software. The programs were created combining three hypothesized types of guides: structural chunking, rhetorical interventions, and on-line guides. During a treatment period of 3 weeks, students wrote two reflective essays using their assigned version of the software. The essays were scored holistically based upon the California Assessment Program's Scoring Guide for Rhetorical Effectiveness. Students also completed a metacognitive assessment and an attitudinal questionnaire concerning satisfaction in using computers. Analysis of the data showed support for one version of the guided-writing software. The program featuring structural chunking and on-line guides provided statistically significant differences compared to the control group in terms of rhetorical effectiveness. Results also demonstrated a statistically significant benefit in cognition when compared to one of the other treatment groups. No significant differences in attitude toward using computers could be attributed to the treatments. (Twenty-six tables and 21 figures are included; the index of writing awareness, tracking data, teaching guides, and sample screens are attached. Contains 88 references.) (Author/RS)

ED 366 984

CS 214 236

Farr, Roger; Tone, Bruce  
Choices and Opportunities in Language Arts Assessment.

developed a departmental assessment plan. The department faculty began by working to establish "exit criteria" during an all-day meeting. Unlike other disciplines, communication has no standardized tests and performance measures which can easily be adapted to an institution's needs. Also, since Heidelberg College does not offer release time, all assessment activities had to be added to full loads of teaching and co-curricular activities. Given the difficulties of participation in a junior year pilot assessment program, the department elected to conduct most assessment activities in the required senior seminar course where participation could be mandated. The Watson Glaser Test of Critical Thinking was administered, as well as instruments to measure writing skills, speaking skills, and student attitudes. None of the first-year data from these measures was significant by itself nor did it reveal much collectively. Informal discussions of the process and initial attempts in assessment have changed the focus of the faculty's thinking about the program. An alumni survey was developed and administered. Only about 25% of the surveys have been returned so far. In papers written for the senior seminar, students indicated they are pleased with hands-on experiences and the range of opportunities both academic and co-curricular. Preliminary response to the assessment program is that the process may be more valuable than the results. (Contains 18 references and a list of exit criteria.) (RS)

ED 367 003

CS 508 458

Gorcycya, Diane Atkinson  
Gender Differences in Relationship Development and Self-Disclosure.

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (79th, Miami Beach, FL, November 18-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Communication Research; Higher Education;

Literature Reviews; \*Self Disclosure (Individuals); \*Sex

Differences; Undergraduate Students; \*Validity

IDENTIFIERS- Communication Behavior; Communication Styles; Male Female Relationship

This paper reviews the literature in self-disclosure and gender differences and offers some validity comments regarding the operationalization of the intimacy concept. Self-disclosure research offers two conclusions in regards to gender differences in communication. First, there is no definite indication that females self-disclose more than males. Contradictory findings are the rule through the review of the literature. Second, females do disclose more on the intimate level than males. Males tend to focus their disclosures around activities; while females disclose more on the emotional content level. Intimacy, in the past, has been treated as a static variable, and the paper offers the conclusion that a transactional approach may be useful tool in discussing gender differences and self-disclosure. As support for this contention, excerpts from student papers assigned in a basic communication course, honors division, are offered. These excerpts offer the student perspective as it applies to the validity issues. Contains 25 references. (RS)

Muxman, Susan Schultz; Iorio, Sharon Martin  
Helping Newspapers Become More Responsive to Community Concerns:  
An In-Depth Interview Research Project with Sedgwick County  
Residents.

PUB DATE- Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Audience Analysis; Communication Research;  
\*Community Attitudes; Higher Education; Information Sources;  
\*Interviews; Mass Media Use; \*Newspapers; \*Political Attitudes;  
Political Issues; Qualitative Research; \*Research Methodology  
IDENTIFIERS- Journalism Research; Kansas (Sedgwick County);  
\*Media Coverage

Noting that the trend in the newspaper industry from the predictive-control model to the explanative-naturalistic model mirrors a trend in the communication discipline toward qualitative research and more meaningful connections between industry and academia, a study investigated Sedgwick County, Kansas residents' concerns regarding politics and politicians. Focused, personal interviews were conducted with residents served by the "The Wichita Eagle." The newspaper requested that a large, random sample be used so that results could serve for quantitative purposes as well as for qualitative interviews. Advantages and disadvantages of the personal interview method were discovered: for example, a large number of the interviewers reported a "therapeutic effect" of the study on the respondents; also, the face-to-face interview method allowed for an explanation of how and why citizens speak out on certain subjects. Conversely, the methods used tended to reduce the representation of certain groups--the elderly, the handicapped, the poor; and the presence of the interviewer may have affected how some subjects responded to questions. However, a composite picture emerged indicating that: (1) most respondents were registered voters who looked to the mass media for their information; (2) economic and moral problems pervaded their conversation; (3) they felt detached from government and alienated from their elected officials; (4) in order of importance, crime, education, taxes, economy, abortion, family, status of government leadership, and health care concerned the respondents; and (5) most respondents spoke confidently and definitively about how they viewed the paper's coverage and offered suggestions for improvement. Two of the most provocative findings were that the issues identified by respondents were often entwined with larger issues, and that "how" people talk about issues was more meaningful than "what" people identified as issues. (Contains 20 references.) (RS)

Ma, Ringo

Saying "Yes" for "No" and "No" for "Yes": A Chinese Rule.

PUB DATE- 21 Nov 93

NOTE- 19p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

obscenity," a catalytic form of discourse that invites the audience to render a judgment about questionably obscene material. Obscenity is an ambiguous realm of language that the Supreme Court has judged to fall outside the safety of protected speech covered by the first amendment. In the current climate of deregulation and the benchmark of community standards, potentially obscene material has emerged as a common form of radio programming. College radio is a significant contributor to the acceptance of obscene programming by conventional radio broadcasters. In the process of airing expositional obscenity, college broadcasters initiate the public's acceptance of questionable material and ultimately broaden the scope of conventional radio discourse. The process is a healthy one for the college students, conventional broadcasters, and the spirit of free expression. Four notes are included. Contains 10 references. (Author/RS)

ED 367 043

CS 508 514

Hacker, Kenneth L.

Is Computer-Mediated Communication Contributing to Organizational Productivity?

PUB DATE- 26 Jan 94

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Communication Research; \*Computers; Electronic Mail; Higher Education; Organizational Effectiveness; \*Productivity; \*Research Needs

IDENTIFIERS- \*Computer Mediated Communication; Research Suggestions

Recurring claims of the poor relationship of computer adoption and organizational productivity may be of interest to communication scientists who study computer mediated communication (CMC). Cognitive science researchers advocate the same solution to this problem as many communication scientists, i.e., formative research. Iterating design and user input into a feedback loop will lead to continual testing and locating of bugs until skills with computers increase. Perhaps it will be useful for CMC researchers to look more at how productivity in the workplace is related to new communication technologies, such as electronic mail, computer conferencing, and decision support systems. More research about CMC and productivity which can specify how CMC is different from the general pattern of computers and productivity is needed. (RS)

ED 367 044

EA 025 032

Dickson, Graham S.; Lim, Sam

The Development and Use of Indicators of Performance in Educational Leadership.

PUB DATE- 91

NOTE- 26p.; Paper presented at the Annual Meeting of the International Congress for School Effectiveness and Improvement (4th, Cardiff, Wales, United Kingdom, January 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Administrators; \*Educational Objectives; Elementary Secondary Education; \*Evaluation Methods; Foreign Countries; \*Leadership; \*Organizational Effectiveness; Public Schools



LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; \*Administrator Characteristics; Administrator Education; Administrator Qualifications; \*Administrators; Elementary Secondary Education; Job Satisfaction; \*Labor Supply; Quality of Working Life; \*School Administration; \*Supply and Demand; Work Environment

IDENTIFIERS- Administrator Certification; \*Nebraska

This paper presents findings of a study that investigated the supply and demand of school administrators in Nebraska and their levels of job satisfaction. Methodology included: (1) an analysis of Nebraska Department of Education data sets; (2) three different surveys each of 100 teachers and 100 school administrators; and (3) a questionnaire of 150 members of the Nebraska Council of School Administrators. Findings indicate that 52 percent of administrators will be eligible for retirement within the next 10 years, leaving a shortage of experienced, qualified administrators. Concerns are expressed about the quality and quantity of administrative applicants, the rising demand for high-quality administrators, the underrepresentation of women and minorities in administration, the need for aggressive recruitment of administrative applicants, and the need to integrate improvements in preparation programs. A total of 32 tables are included. Appendices contain copies of three questionnaires. (LMI)

ED 367 065

EA 025 651

Mancini, Gail Hinchion; Lewis, Anne C., Ed.  
Gentle Ambitions. Indiana's Thoughtful Middle Grades Movement.  
PUB DATE- 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Educational Change; Educational Environment; \*Educational Improvement; Interdisciplinary Approach; \*Intermediate Grades; Junior High Schools; \*Middle Schools; School Restructuring; Team Teaching

IDENTIFIERS- \*Indiana

This publication describes efforts taken in Indiana to improve middle-grade education. The restructuring of the state's urban middle grades has been supported by Lilly Endowment Inc., which founded the Middle Grades Improvement Program (MGIP), 6 years ago. Despite the lack of an overall middle-grade theme in the state Department of Education and despite other barriers, the middle-grade restructuring movement has thrived at a grass-roots level. Chapter 1 offers a profile of Indiana students that illustrates the need for more child-centered education. Chapter 2 describes administrators' approaches to change and demonstrates the importance of good leadership in school restructuring. Chapters 3 and 4 offer suggestions for planning and building a supportive school environment. The fifth and sixth chapters describe team teaching strategies and ways to help children, particularly underserved students, understand their potential and plan their futures. Chapter 7 describes the need for a variety of strategies that address students' diverse needs. The final chapter describes new grassroots organizations that are broadening the impact of change. Appendices contain a glossary and a list of Middle Grades Improvement Network schools. (LMI)

Moody, Janet; And Others  
Diversity in Inclusive Early Childhood Programs in the City of  
New York.

PUB DATE- Apr 93

NOTE- 25p.; Paper presented at the Annual Convention of the  
Council for Exceptional Children (71st, San Antonio, TX, April  
5-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Early Childhood Education; \*Mainstreaming; Models;  
\*Multicultural Education; Preschool Education; Primary  
Education; \*Program Development; School Districts; \*Special  
Needs Students

IDENTIFIERS- \*Inclusive Schools; New York City Board of Education

This conference presentation examines features of Superstart  
Plus, an inclusive New York City program designed to serve the  
diversified population of preschool students with special  
needs. Superstart Plus is designed to provide a less  
restrictive environment for preschoolers with mild, moderate,  
or severe disabilities, by placing them in general education  
settings for half-day or full-day programs. Classroom ratios,  
curriculum development, and scheduling follow developmentally  
appropriate practices, and an enrichment-based model geared  
towards child-initiated learning is used. The paper describes  
the program's history, goals, design, case studies, staffing,  
parental involvement, professional development, and  
relationships with staff and peers. Appended to the paper are  
charts showing staffing patterns for various models of  
Superstart Plus, daily schedules for full-day and half-day  
programs, and a list of the learning centers used. (JDD)

ED 367 086

EC 302 787

Corthell, David W., Ed.

Substance Abuse as a Coexisting Disability. Report from the Study  
Group. Institute on Rehabilitation Issues (18th, Memphis,  
Tennessee, October 1991).

SPONS. AGENCY- National Inst. on Disability and Rehabilitation  
Research (ED/OSERS), Washington, DC.

PUB DATE- Oct 91

NOTE- 191p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Agency Cooperation; Attitudes; \*Clinical Diagnosis;  
Counseling Techniques; Cultural Influences; \*Disabilities;  
Family Involvement; Incidence; \*Intervention; Job Development;  
Job Placement; Multiple Disabilities; Pharmacology; Program  
Development; \*Rehabilitation; \*Substance Abuse; Symptoms  
(Individual Disorders); \*Vocational Rehabilitation

This document, the result of the collaborative efforts of the  
members of the Prime Study Group of the Institute on  
Rehabilitation Issues, provides information concerning  
techniques, strategies, models, and resources for  
rehabilitation professionals who are working with persons with  
coexisting abuse problems and disabling conditions. Chapter I,  
an introduction, defines "coexisting disability," outlines  
prevalence and incidence, examines multicultural issues, and

sources, family decision-making, and the effects of the decision on participating students. Results indicated that: (1) most parents did not experience any problems obtaining information; (2) over half the parents thought the services would be better as a result of a transfer; (3) over half the respondents felt that positive behavior changes in their children as a result of open enrollment included increased confidence in abilities, improved motivation to learn, improved academic performance, satisfaction with teachers and learning, better relations with friends, increased sense of responsibility, and higher education aspirations. Results suggest generally favorable responses for families of students with disabilities participating in the open enrollment option. (Contains 26 references.) (JDD)

ED 367 107

EC 302 809

Gorney, Deborah J.; Ysseldyke, James E.  
A Comparison of Participants in Interdistrict Open Enrollment: Students with Learning Disabilities and Non-Disabled Students. Research Report No. 10. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- May 93

NOTE- 40p.; For other reports in this series, see ED 343 361-364, EC 302 748, and EC 302 805-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Decision Making; Elementary Secondary Education; \*Free Choice Transfer Programs; \*Information Sources; \*Learning Disabilities; \*Open Enrollment; \*Parent Attitudes; \*Parent Participation; Participant Satisfaction; School Choice; State Programs; Transfer Students

IDENTIFIERS- \*Minnesota

This study compared students with learning disabilities who participated in open enrollment in Minnesota with their nondisabled peers, in terms of reasons for transfer, source of information about open enrollment, parent involvement with the school, and demographics. The study involved a survey of 59 families of students with learning disabilities and 60 families of nondisabled children participating in open enrollment. Reasons for using open enrollment were more similar than different for the two groups. Many parents believed that the chosen school would provide educational services which would better meet their child's needs. Both groups received open enrollment information from the media and school principals. Parents of students with learning disabilities were more likely than other parents to get information from school staff. Parent involvement was similar for the two groups, with both groups reporting fewer parents volunteering and fewer parents serving on school and district committees after the child's transfer. (Contains 11 references.) (JDD)

ED 367 108

EC 302 810

Lau, Matthew V.; And Others  
The Participation of Students Who Are Identified as Gifted and Talented in Minnesota's Open Enrollment Option. Research Report No. 11. Enrollment Options for Students with Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.

PUB DATE- Aug 93

insurance. Extensive tables detail the study's findings. Appendices include standard error information and the questionnaires used in the surveys. (Contains 43 references.) (DB)

ED 367 123

EC 302 854

Janz, Janice; And Others  
Inclusive Education for Children with Special Health Care Needs.  
PUB DATE- 7 Apr 93

NOTE- 24p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993). For a related document, see EC 302 855.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Chronic Illness; \*Classroom Techniques; \*Disabilities; Educational Methods; Elementary Secondary Education; \*Health Services; Mainstreaming; \*Special Health Problems; Student Placement; Teacher Role

IDENTIFIERS- Inclusive Schools; \*Medically Fragile; Ventilator Dependence

This paper discusses issues concerning inclusion of children with special health care needs in the regular classroom. Six categories of health conditions are discussed in terms of their implications for the educational setting. These are: (1) "hidden" conditions (e.g., juvenile rheumatoid arthritis, sickle cell anemia, asthma, and cystic fibrosis); (2) infectious conditions (e.g., Acquired Immune Deficiency Syndrome, AIDS, hepatitis B and cytomegalovirus); (3) conditions which cause the child to be medically fragile (e.g., children in the final stages of AIDS, cancer, and renal failure); (4) conditions that require technology assistance (such as ventilators, gastrostomy tubes, tracheostomy tubes, and catheterization tubes); (5) neurological conditions (e.g., seizure disorders, meningitis, and brain tumors); and (6) body and skin deformities (amputations, craniofacial conditions, burns). Aspects of these conditions discussed include the health care plan, the emergency plan, educational team communications, the educational plan, developing independence in health care, school absence, environmental factors, student placement considerations, orientation and technical assistance, transition, and transportation. Attached are handouts addressing screening and assessment, training for educators of students who are ventilator assisted, and peer orientation. (DB)

ED 367 126

EC 302 855

Janz, Jan; And Others  
Children with Special Health Needs in School: Developing an Individualized Educational Program (IEP) and an Individualized Health Care Plan (IHCP).  
PUB DATE- Apr 93

NOTE- 39p.; Paper presented at the Annual Convention of the Council for Exceptional Children (71st, San Antonio, TX, April 5-9, 1993). For a related document, see EC 302 854.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Guides/Methods/Techniques (For Practitioners) - Non-

formative Evaluation: Some First Steps" (Ali Abdul Ghani, Brian Hunt); "Second Language Proficiency Assessment and Program Evaluation" (David Nunan); "How Program Personnel Can Help Maximize the Utility of Language Program Evaluations" (Ronald Mackay); "The Development of Self Assessment Skills in TESOL Teacher Preparation" (Alastair L. McGregor); "Bringing Evaluation and Methodology Closer Together" (David Crabbe); "Evaluating a Teacher Training Project in Difficult Circumstances" (C. J. Weir, J. Roberts); "Program Evaluation in Light of Language Learning Background, Student Assessments, and TOEFL Performance" (Harry L. Gradman, Edith Hanania); "Towards Evaluating the Writing Laboratory: A Prototype" (Ma Flor E. Mejerada, Elvira Fonacier); "Trialling of the NEW EL Syllabuses for Singapore Schools" (Goh Soon Guan); and "EAP Program Evaluation in an Asian Context: A Case from Japan" (Mark Sawyer). (MSE)

ED 367 148

FL 021 870

Palmer, Adrian

The Role of Language Testing in Language Program Evaluation.

PUB DATE- 91

NOTE- 15p.; In: Anivan, Sarinee, Ed. Issues in Language Programme Evaluation in the 1990s. Anthology Series 27; see FL 021 869.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Comparative Analysis; Criterion Referenced Tests; Evaluation Criteria; Evaluation Methods; Information Utilization; Language Tests; Norm Referenced Tests; Program Evaluation; Rating Scales; Research Design; Research Methodology; Scores; Second Language Instruction; Second Language Programs; Test Content; Testing; Test Results

A discussion of second language program evaluation focuses on the interpretability of test scores as a criterion in program evaluation. It looks at both test design and research design issues. First, eight method-comparison, program evaluation studies that compare acquisition-based and analysis/practice based methods are described. Acquisition methods are defined as those in which students are exposed to the language as a whole, anticipating that the student will acquire structure subconsciously; traditional methods also use analysis, practice, and explanation to build language competence. Then two test-design issues are examined: test content (achievement vs. proficiency) and the kind of scale (norm-referenced vs. criterion-referenced) used. The choices made in the eight studies are analyzed. Next, the effect of research design on interpretation of test scores is examined, with particular attention given to two issues: the purity of the instruction used and the background of the subjects. Two of the studies are selected as more easily interpreted than the others. The results of the studies are then summarized and compared, and implications for test development and valid use of test results in program evaluation are outlined. (MSE)

ED 367 149

FL 021 871

Des Brisay, Margaret; Ready, Doreen

Defining an Appropriate Role for Language Tests in Intensive English Language Programs.

PUB DATE- 91

NOTE- 12p.; In: Anivan, Sarinee, Ed. Issues in Language Programme

the writing off of personality variables in second language research has been unjustified, and results from giving credibility to studies based on ill-conceived assumptions; (2) a sufficiently detailed and elaborated theory of personality exists and could be built on profitably; (3) mainstream psychological research indicates variables and interactions that might be investigated in second language classrooms; and (4) such research is likely to be particularly relevant in cross-cultural studies because of distinctive national/racial personality profiles and mental ability profiles, particularly in Asia. Research in the field suggests that personality may be of potential importance in a number of areas of second language learning and teaching, including general instructional approaches, choice of specific methodology, task-based learning, paired and group work, use of praise and reinforcement, range of classroom stimuli used, and testing. Contains 86 references. (MSE)

ED 367 168

FL 021 891

Gales, Stephen J.; Beebe, Jacqueline D.  
The Matched-Guise Technique for Measuring Attitudes and Their Implications for Language Education: A Critical Assessment.  
PUB DATE- 91

NOTE- 25p.; In: Sadtono, Eugenius, Ed. Language Acquisition and the Second/Foreign Language Classroom. Anthology Series 28; see FL 021 883.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Attitude Measures; Code Switching (Language); English (Second Language); Foreign Countries; High Schools; High School Students; \*Language Attitudes; \*Language Variation; \*Research Methodology; Second Language Instruction; \*Second Languages; Student Attitudes; Tape Recordings

IDENTIFIERS- Japan; \*Matched Guise Technique

The matched-guise technique uses recorded voices speaking first in one dialect or language, then in another. Listeners do not know that the speech samples are from the same person, but judge the two guises of the same speaker as two separate speakers. The technique has been used to investigate a variety of sociolinguistic, social-psychological, and educational issues: attitudes of foreign language learners toward target language speakers and community; linguistic bases of teacher prejudice; attitudes toward different language varieties and codes; attitudes toward the speech of nonnatives or language learners; the phenomena of convergence and divergence; and the effect of speaker and hearer variables on comprehension, recall, or evaluation. Two recent applications of the matched-guise technique in Japan investigated: (1) female Japanese high school students' attitudes toward English- or Japanese-speakers introduced as having lived in the United States or not thus introduced; and (2) native Japanese-speakers' reactions to code-switching (Japanese/English). Analysis of the technique's use suggests that some of its supposed advantages may be overstated, and that some alternatives may be as good or better. The overall soundness of the research appears to be more important than the use of this specific technique. Contains 82 references. (MSE)

ED 367 169

FL 021 893

Moody, James

elaborating on any one experience. Conversations between mothers in the two cultures were examined in order to account for the way in which cultural narrative style is transmitted to children. Comparison of mothers yielded the following contrasts: (1) Japanese-speaking mothers requested less description from their children than English-speaking mothers; (2) Japanese mothers gave less evaluation and showed more attention than English-speaking mothers; (3) Japanese mothers paid attention more frequently to boys than girls; and (4) at 5 years of age, Japanese children produce 1.22 utterances per turn on average, while English-speaking children produce 2.0 utterances per turn. It is suggested that the production of short narratives in Japan is understood and valued differently from such production in North America. (Author/AB)

ED 367 189

FL 021 971

Chenruthpanth, Dhanan

In Designing a Short Course in ESP.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual SEAMEO Regional Language Center Seminar (28th, Singapore, April 19-21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Anesthesiology; Course Descriptions; English (Second Language); English for Science and Technology; \*English for Special Purposes; Foreign Countries; Instructional Materials; Nursing Education; Postsecondary Education; Reading Skills; Second Language Instruction

IDENTIFIERS- Mahidol University (Thailand)

This report describes one teacher's experience in designing and teaching an English course of 15 hours to nursing students specializing in anesthesia. The discussion focuses on how an English teacher can equip students with effective reading skills in such a specific area, and to what extent the teacher can involve the subject content. An exploration is presented of students' barriers in using English and some suggested solutions are provided. (Author/AB)

ED 367 190

FL 800 708

McGroarty, Mary; Scott, Suzanne

Workplace ESL Instruction: Varieties and Constraints. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Oct 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Adult Literacy; \*English (Second Language); Evaluation Methods; Financial Support; \*Literacy Education; Needs Assessment; \*Program Descriptions; Program Development; Second Language Instruction; Student Attitudes; Student Evaluation

IDENTIFIERS- ERIC Digests; \*Workplace Literacy

Changes in the U.S. economy are altering employment patterns, and these changes have implications for workers whose language is other than English. This digest summarizes the existing types of programs that prepare English-as-a-Second-Language (ESL) adults for the workplace or help workers whose first language

expansion of independent study; ongoing operations; home independent study; attendance accounting and the audit trail; special needs groups; counseling and guidance support services; curriculum development and instruction; assessment of students; and formats for evaluation of independent study. A wide range of sample items are provided, including suggested local school policy and administrative regulations or procedures as well as instructional and evaluation materials. Appendixes include 86 references, texts of legal citations for independent study, a program advisory on adult education, and an index. (YLB)



Erik Erikson's model (1963, 1982) is most useful to an understanding of development and aging. He describes lifelong growth as related to tasks that must be performed. At each stage of life, times of stability are followed by developmental crises. Upon resolving the crisis, the individual can enjoy the particular beauty and security of that psychosocial stage and go on to the next. Robert Kegan (1982) points out that the developing person needs confirmation in times of transition. Educational environments should be able to "hold" older people and provide the support to encourage growth. The origin of the concept of reminiscence as a life task is the work of geriatrician Robert Butler, who developed the theory that reminiscence in older persons was a natural and universal process of "life review." Another aspect of "task" theory is the changing nature of one's femininity or masculinity. Adult educators must be concerned with the concept of "wellness." Adults who fear growing old would benefit from education about successful aging, covering cognitive functioning, muscular capacity, and nutrition. The concept of locus of control, also called autonomy, refers to decision making throughout one's lifespan. When given responsibility, older persons respond with physical and psychological improvement and a greater feeling of wellness. Educators need to provide opportunities for older adults to connect with and contribute to others so that they do not lose their creative inclinations. (Contains 41 references.) (VLB)

Div. of Community and Technical Colleges.

PUB DATE- 93

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Access to Education; Career Choice; Community Colleges; \*English (Second Language); \*Inservice Teacher Education; Interest Inventories; Language Acquisition; Language Tests; Learning Modules; \*Limited English Speaking; Multicultural Education; Second Language Learning; Special Needs Students; Staff Development; Two Year Colleges; \*Vocational Education; \*Vocational English (Second Language); Workshops

This manual was developed for use in conducting inservice staff development workshops to provide staff working in English as a Second Language (ESL) programs at community colleges and other institutions with the skills necessary to provide effective vocational training and career counseling to limited English proficient (LEP) persons. The manual, which is designed for use by persons with inservice experience and with basic knowledge of cross-cultural education, language acquisition, and vocational training for special populations, is organized into six sections. Section 1 contains funding information, a foreword, and sample planning materials (agenda, needs assessment, and module evaluation forms). Presented in Sections 2-5 are learning modules on the following topics: overview of successful vocational training programs for LEP persons, career interest testing, language testing, and career counseling strategies for LEP persons. Each module includes some or all of the following: objectives; module time, group size, physical setting, equipment, and materials; procedures/suggested activities; participant pretest survey; focus questions; handouts; transparency masters; sample assessment instruments; and posttest. A cross-cultural approach is used throughout the modules, and the hypothetical students profiled are of various racial/ethnic origins (including Mexican-American, Vietnamese, and Russian). Presented in Section 6 are a sample action plan, 18-item bibliography, and list of 9 information and materials clearinghouses. (MN)

The External Consultant as the Wonderful Wizard from Oz--A Parody.

PUB DATE- Dec 93

NOTE- 9p.; Paper presented at the American Vocational Association Convention (Nashville, TN, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Career Education; Change Agents; Community Resources; \*Consultants; \*Educational Change; Educational Resources; Individual Power; \*School Restructuring; Self Actualization; Self Efficacy; \*Special Needs Students; Technical Assistance; \*Vocational Education

IDENTIFIERS- \*Wizard of Oz

Using the metaphor of the "Wizard of Oz," this paper satirizes the use of an unofficially identified and often highly paid group of educational consultants to reform and revitalize special needs career/vocational education. It begins with the premise that leaders in the educational system believe that they can somehow install three internal, essential ingredients for reform and revitalization through the use of "consultants from Oz" who possess specific rational answers to many educational, vocational, and social problems that challenge the educational system today. The main characters from L. Frank Baum's novel, "The Wonderful Wizard of Oz," personify the human longing to seek out external sources that will somehow be able to provide answers to internal questions. This mindset generally fails to recognize and support the strong internal identities and expertise that each school and school system already possesses. The paper concludes that too many educators forget, or may never have realized, that the most important lesson the Wizard of Oz taught to Dorothy, the Scarecrow, the Tin Woodman, and the Lion was to use the power that they had within themselves to make things better. (YLB)

DOD Service Academies. More Actions Needed To Eliminate Sexual Harassment. Report to Congressional Requesters.

PUB DATE- Jan 94

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Females; Higher Education; \*Military Schools; \*Military Training; \*Officer Personnel; \*Prevention; Program Evaluation; Sex Bias; Sex Stereotypes; Sexual Abuse; \*Sexual Harassment

IDENTIFIERS- Air Force Academy CO; Military Academy (West Point) NY; Naval Academy MD

The General Accounting Office reviewed sexual harassment of students at the Naval Academy in Annapolis, Maryland; the Air Force Academy in Colorado Springs, Colorado; and the Military Academy in West Point, New York. At the core of the review were surveys of academy students, faculty, and staff conducted in late 1990 and early 1991 and focus groups of academy students. Results of more recent studies conducted by the academy were also reviewed to determine if results were still valid. Findings indicated between one-half to three-quarters of academy women experienced various forms of harassment at least twice a month; the vast majority of men reported never having experienced sexual harassment. The harassment women experienced usually took the following forms: derogatory personal comments; comments that standards had been lowered for women; comments that women did not belong at the academy; exposure to offensive posters, signs, or t-shirts; or mocking gestures or language. Only a small fraction of sexual harassment complaints were formally reported. A correlation was found between a student's reported exposure to sexual harassment and higher levels of stress. To varying degrees, sexual harassment eradication programs at each academy met the minimum criteria established by the Department of Defense. The academies had not evaluated their sexual harassment eradication programs in a routine, systematic manner. (A description of questionnaire methodology is appended.) (YLB)

action plan development worksheet are included.) (MN)

ED 366 822

CE 065 739

Rzonca, Chet, Ed.  
Health Occupations Education. Biennial National Health  
Occupations Research Conference Proceedings. (5th, Nashville,  
Tennessee, December 1, 1993).

PUB DATE- 1 Dec 93

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Education; \*Allied Health Occupations  
Education; Certification; Communicable Diseases; Communications  
Satellites; Computer Uses in Education; \*Educational Practices;  
\*Educational Research; \*Educational Technology; Immunization  
Programs; \*Integrated Curriculum; Licensing Examinations  
(Professions); Marketing; Models; Nursing Education;  
Postsecondary Education; Predictor Variables; Professional  
Continuing Education; State Surveys; \*Student Certification;  
Test Construction; Vocational Education Teachers

These proceedings include the agenda of the conference, a list of  
its cosponsors, and the texts of the following six papers  
presented at the conference: "Hepatitis Vaccine: Are Health  
Occupations Education Students Protected?" (Cynthia Chappelka);  
"Integrated Academics: An HOE Model" (Karen E. Gable, Beverly  
Ransdell); "The Ability of Work Related Rewards to Predict the  
Organizational Commitment of Marketing Education and Health  
Occupations Education Teachers" (Beverly Richards, Terrance  
O'Brien, Duane Akroyd); "Bridging the Gap between Training,  
Testing, and Employment" (Fred W. Reneau, Jacquelyn King);  
"Assessment of Computer Use by Health Occupations Teachers in  
Florida" (Janice R. Sandiford); and "Effectiveness of Satellite  
Programs for Technical Updating of Vocational Education  
Teachers" (Larry Hudson et al.). Several papers include  
substantial bibliographies. (MN)

Leach, Sue; Moss, Carole  
Course Organisation Handbook for Teachers & Administrators in  
Further & Higher Education.

PUB DATE- 93

NOTE- 73p.; The table of contents is incomplete.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- Access to Education; Adults; Checklists; \*Continuing  
Education; \*Course Organization; \*Disabilities; Educational  
Planning; \*Equal Education; Foreign Countries; Guidelines;  
Postsecondary Education; Program Development; Teaching Methods;  
\*Technical Institutes; Vocational Education

IDENTIFIERS- \*England

This handbook contains questions and guidelines to help teachers  
and administrators of further education, especially in England,  
to develop and implement courses for adults. The eight sections  
of the guide cover the following topics: (1) introduction--  
using the guidelines and updating; (2) checklist questions,  
including topics such as setting up a course, market research,  
funding, accreditation, delivery, publicity, starting the  
course, curriculum, teaching methods, careers, guidance and  
counseling, and course evaluation; (3) equal opportunities for  
older students, bilingual students, students with disabilities,  
and unemployed students; (4) guidelines for good practice in  
teaching students with language and hearing impairments, and  
sight disabilities; (5) sources for information on equal  
opportunities; (6) names of support personnel for equal  
opportunities information; (7) telephone numbers for more  
information on course organization and equal opportunities; and  
(8) a summary form for course planning. Most sections include  
lists of questions that course planners can use to gather the  
information they will need to set up a course. (KC)

examples. (NB)

ED 366 861

CG 025 205

Sigal, Janet A.; And Others  
Courtroom Reforms and Juror's Perceptions in Child Sexual Abuse Trials.

PUB DATE- Aug 92

NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Child Abuse; \*Court Litigation; Higher Education; \*Juries; \*Sexual Abuse; Undergraduate Students

There is a reluctance to bring cases of alleged child sexual abuse to trial because the trial process itself can be difficult for the child witness. Certain procedural reforms have been suggested to reduce the trauma of the trial for the child while maintaining the credibility of the child witness and the constitutional right of the defendant to confront his/her accuser. One such reform involves the presentation of the child's testimony through videotaped or closed circuit television. Another reform is to permit a child advocate to be present as the child is testifying in court. This study investigated these two techniques designed to protect the child in a sexual abuse case and their effect on subjects' guilty judgments and perceptions of fairness of the trial. A simulated courtroom case presented to 83 undergraduate students varied the manner of presentation (videotape versus live courtroom) of the evidence and whether or not the child sat on the lap of an advocate during the testimony. The results revealed that the videotape condition did not affect either judgments or perceptions of fairness; presence of an advocate was related to judgments that the trial was less fair to the defendant, but did not affect guilty judgments. (NB)

space in the school day and takes the position that, rather than being seen as merely additive, education and services should be viewed as interactive, and essential to the formation of new effective strategies for educational success. The paper contends that if the additive view remains the sole model of school-community collaboration, it will be detrimental to school reform. Rather, there must be collaboration to broaden the knowledge base and schools must seek partners to build a broader vision of what education should be and can accomplish. The paper examines what needs to change, arguing that what is needed is a shift to thinking that supporting youth development is the most effective strategy for the prevention of youth problems and the achievement of educational goals. It proposes a definition of youth development, considers expanding definitions of positive youth outcomes, and focuses on two components of youth development--competencies and needs--and their interrelationship. The document concludes that the broader goals and strategies of youth development must become central to the educational mission. (NB)



effective in either a structured or unstructured form: structured journals become teaching tools for introducing the reflective principles in practicum classes while unstructured journals are a form a narrative storytelling. This article presents two models of journals that have been used at one university, of which the first instructs students to write weekly using an open-ended format and the second provides more structure. Included are samples of acceptable brief and extended journal entries. So far, 24 students have completed reflective journals using the Model One format and have found the journals helpful in thinking about their practicum experience. It is noted that Model Two journals are in progress and while students are finding that they require a disciplined effort, the structure provides clearer guidelines. (NB)

ED 366 900

CG 025 258

Turner, La Shaun K.

Coping Strategies of Resilient African American Adolescents.

PUB DATE- 18 Aug 92

NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (100th, Washington, DC, August 14-18, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Academic Achievement; \*Acculturation; Adolescents; Blacks; \*Black Students; \*Coping; Cultural Differences; \*Individual Characteristics; Personality Traits; Secondary Education; Socialization

IDENTIFIERS- \*African Americans; \*Resilience (Personality)

This paper provides a critical analysis of African American adolescents who achieve academically and explores the coping strategies these individuals employ to achieve academic success. It is hypothesized that African American adolescents achieve because they possess intrinsic values such as persistence and patience, or perhaps they are socialized to believe that academic achievement is paramount. It is suggested that their coping strategies enable them to achieve academically, and that most of these strategies are culture specific. Types of acculturation are examined and it is postulated that: (1) high achievers are academically successful because they acculturate to the school culture; (2) high achievers exhibit two typological patterns of acculturation (they either make a cultural shift or they culturally incorporate the school culture while retaining their own culture); and (3) there will be a correlation between type of acculturation and ethnic identity. It is recommended that future research examine those variables which account for high academic achievement among African American adolescents. (Author/NB)

Shaughnessy, Michael F.; And Others  
Reading and Television: Some Concerns; Some Answers! .  
PUB DATE- 94

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Critical Viewing; Elementary Education; Elementary School Students; \*Mass Media Use; Problems; Program Descriptions; \*Reading; Skill Development; \*Television Viewing  
IDENTIFIERS- Television Literacy

This paper discusses the relationship of reading and television and describes a "critical viewing skills" program ("Spudbuster") for combatting the effects of prolonged TV watching. The paper enumerates helpful suggestions for both parents and teachers to ensure that children's television watching is not excessive and that what children do watch contributes to their education and fosters quality learning. The paper hopes to sensitize teachers and parents to the "enemy" in the living room and the resultant problems of inordinate TV watching. (Author/NKA)

ED 366 922

CS 011 599

Ericson, Britta, Ed.  
Läspedagogiska Institutet EMIR. Första Året 1992-1993. (Eve Malmquist Institute for Reading, EMIR. The First Year 1992-93).  
PUB DATE- Jan 94

NOTE- 74p.

LANGUAGE- Swedish

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Dyslexia; Foreign Countries; Higher Education;

Reading Difficulties; Reading Improvement; \*Reading Instruction; Reading Teachers; Recreational Reading

IDENTIFIERS- \*Sweden

This report describes the birth of the Eve Malmquist Institute for Reading (EMIR) and its first year of operation. The report is in two parts. The first part presents the addresses given at the opening ceremony where the speakers gave their views on different aspects of reading and reading development, such as reading for pleasure, reading difficulties, dyslexia, and training of reading teachers. The second part of the report contains the annual report of EMIR for 1992-93. (Author/NKA)

#### IDENTIFIERS- Student Centered Assessment

Describing the numerous changes that have occurred in language arts instruction within the past few years, this book explains these changes, as well as modern concepts, materials, and instructional techniques to assist language arts teachers. The book describes several innovative approaches to instruction, such as how to teach phonics and compare/contrast strategies in an integrative, whole language based program; how new middle school language arts programs can be built; and how to build students' higher level thinking and creativity through language arts instruction and real-world assessments. After introductory comments, each chapter is divided in three sections: Theoretical Foundations; Putting Theory into Practice; and Strategies That Teach. Chapters in the book are: (1) Language and Thinking Development in the Elementary School; (2) Putting Your Philosophy into Action: Designing Your Student Communication Center; (3) The Students Arrive: Developing Students' Oral Communication Abilities; (4) Listening: Beginning to Build the Student Communication Center; (5) Reading Instruction in a Student Communication Center, Part I; (6) Reading Instruction in a Student Communication Center, Part II; (7) Writing to Communicate and Think; (8) Revising: Using Grammar, Rewriting, and Rephrasing as Tools to Clarify Meaning; (9) Editing: Teaching Spelling and Other Writing Conventions; (10) Integrating Language Arts across the Curriculum; (11) Creative Expression: One Step Beyond Integration; (12) Teaching Students to Communicate with High Level Thinking; (13) Special Needs of Kindergartners and Middle School Students; (14) Students with Special Language Needs: Meeting the Challenge of Diversity in the Classroom; and (15) Assessing Your Language Arts Program. (RS)

composition sections close out. Among the students who stay in the course, there are always several who are easy to remember for their overt resistance to the objectives and the materials in the course. In both semesters of the freshman composition course, three-fourths of the students wrote in comments on the course evaluation forms that the concentration on gay and lesbian issues was the least-liked aspect of the course. (RS)

ED 366 963

CS 214 213

Kelly, Priscilla

Remembering Our Roots, Writing Our Stories: Theoretical Underpinnings of Auto/Biographical Writing 310.

PUB DATE- Nov 93

NOTE- 7p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (83rd, Pittsburgh, PA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Biographies; Course Content; Course Descriptions; Family Characteristics; \*Family History; Higher Education; Portfolios (Background Materials); Teaching Methods; Undergraduate Students; \*Writing (Composition); Writing Assignments

IDENTIFIERS- Slippery Rock University PA; \*Writing Development

As the semester progresses, students in an autobiographical writing class at Slippery Rock University (Pennsylvania) develop a new awareness of themselves and their own places in a larger universe as well as an appreciation of themselves as writers. Language theory supports what the instructor observes in her students' writing development. A series of class writing assignments (designed to help students move their vision both inward and outward through language) make up the first half of the semester. The second half of the semester is spent writing and sharing a biography of the student writer's choice. The first time the biographies were assigned, at least two-thirds of the students wrote about family members rather than a notable person, as the instructor expected. Because all work is placed in a portfolio, and because all students in the class share their stories for their portfolios, the students arrive at an appreciation and a greater awareness of their unique history and the histories of others. (Two figures illustrating aspects of writing are included.) (RS)

PUB DATE= 94

NOTE= 5p.

LANGUAGE= English

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS= Academic Achievement; Educational Trends; Elementary  
Secondary Education; \*Evaluation Methods; \*Language Arts;  
\*Portfolios (Background Materials); \*Student Evaluation; Theory  
Practice Relationship

IDENTIFIERS= \*Alternative Assessment; \*Educational Issues;  
Performance Based Evaluation; Portfolio Approach

The increased classroom application of the perspective that defines and applies a description of learning, thinking, and language use as "processes"--or even one inseparable process--has the potential to make the 1990s another exciting decade for education. Accruing theory that stresses process and integration recommends instruction that: crosses different subject matters; combines various kinds of thinking; and integrates the different language behaviors. The public's concern with academic achievement may have slowed real improvement in education. The result of the use of short-answer or selected-answer assessments has been a narrowing of the curriculum. Concern with more valid forms of assessment has led to the search for "alternative assessments." Portfolios have evolved in the language arts as individualized and personalized collections of students' achievements, but they do not solve the need for comparability and for educational accountability. Many state and local school districts are experimenting with performance assessments that emphasize process by having students read several texts to construct a response to a general problem. Authors and publishers of assessment and other educational materials have begun to produce textbooks and instructional materials that respond to these trends. Educators have a wider, richer selection of materials and ideas to match their theories. Such choices underline the excitement of education in the 1990s. (RS)

Gorcycza, Diane Atkinson

Enhancing the Instruction of Relationship Development in the  
Basic Communication Course.

PUB DATE- 18 Nov 93

NOTE- 18p.; Paper presented at the Annual Meeting of the Speech  
Communication Association (79th, Miami Beach, FL, November 18-  
21, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Course Content; Friendship; Higher Education;

\*Interpersonal Relationship; Introductory Courses; \*Speech  
Communication; Undergraduate Students

IDENTIFIERS- Speech Communication Education

Traditional course outlines in a hybrid communication course  
cover the "elements" areas before discussion of different forms  
and types of relationships. This paper proposes a structure  
whereby the development of relationships is presented first,  
and the elements are examined as communication factors that  
promote or discourage a particular relationship. M. Knapp's  
(1978) stages of Coming Together and Coming Apart are presented  
in the paper as an efficient tool for this structure, with  
slight modification to accommodate the emphasis on friendship  
relationships as opposed to primary relationships. The  
organization proposed in the paper permits students to conduct  
an introspective analysis of their own interpersonal  
communication relationships, and the teaching involved takes on  
an enhanced interpersonal focus. (One table of data is  
included; 17 references are attached.) (Author/RS)

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS= \*Ambiguity; \*Chinese Culture; Classification; \*Communication Research; \*Cultural Context; Higher Education; Intercultural Communication; \*Interpersonal Communication; Language Usage

IDENTIFIERS= \*Communication Behavior; \*Indirect Speech  
"Contrary-to-face-value" (CFV) messages, which can only be understood from a contextual instead of a text-based approach to communication, have caused many problems in communication between East Asians and North Americans. A typology of CFV communication, as identified in the Chinese culture, is proposed in this paper. Four forms of CFV communication are constructed on the basis of the following two dimensions of CFV communication: internal motivation (other-serving or self-serving) and external speech (saying "yes" for "no" or "no" for "yes"). Previous communication research has addressed the concepts behind other-serving CFV communication, although the self-serving CFV communication has been addressed in only a few studies. The typology proposed covers a wide range of CFV communication in a relatively parsimonious way. Though confusing to outsiders, each of the four forms can be justified from an insider's perspective. A table listing the four categories of CFV communication is included. Contains 12 references. (Author/RS)

IDENTIFIERS- \*British Columbia; \*Indicators

Indicators as measures of performance have become considered fundamental to improving educational systems. While many attempts have been made to design frameworks to help manage organizations in education, most of these projects are in the developmental stage. Although these models have not been tested as leadership tools, the indicator concept has great theoretical promise. However, there are some ways to change indicators to enhance their use as a tool for effective leadership. Indicators have had little impact on administrative performance for three reasons. First, the development and use of indicators has been undertaken by researchers and not administrators, and indicators hold little significance to administrators. Second, most indicators measure input and process, not outcomes. Third, it has not been demonstrated that indicators can be used for organizational improvement. Four related projects in British Columbia illustrate that administrators should use indicators for planning and public relations. Indicators should also reflect the vision of the organization, and all shareholders should be included in their development and use. With these changes, indicators can be powerful forces for educational improvement. Appendix 1 contains the British Columbia government's mandate statement for education. (Contains 37 references.) (JPT)



Cookson, Peter W., Jr., Ed.; And Others  
International Handbook of Educational Reform.

PUB DATE- 92

NOTE- 640p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; Cross Cultural Studies; \*Educational Change; Elementary Secondary Education; \*Foreign Countries; Foreign Culture; Higher Education; \*International Education; School Restructuring; Social Change

This book provides an overview of education reform in 27 countries. Following the introduction by Peter W. Cookson, Jr., Alan R. Sadovnik, and Susan F. Semel, part 1 offers national case studies of educational reform in the 1980s. Chapters include: (2) "Argentina" (Ana Munoz-Sandoval); (3) "Australia" (Richard Teese); (4) "Brazil" (Robert Cowen and Maria Figueiredo); (5) "Canada" (Dennis Thiessen); (6) "China" (John N. Hawkins); (7) "Colombia" (Mary Ann Larsen-Pusey); (8) "Cyba" (Roland G. Paulston and Cathy C. Kaufman); (9) "Arab Republic of Egypt" (Samir A. Jarrar and Byron G. Massialas); (10) "France" (George A. Male); (11) "Germany" (Wolfgang Mitter); (12) "Great Britain" (Geoffrey Walford); (13) "Hong Kong" (Gerard A. Postiglione); (14) "Hungary" (Cathy C. Kaufman); (15) "India" (Ila Patel); (16) "Iran" (Golnar Mehran); (17) "Israel" (Yitzhak Kashti, Mordecai Arieli, and Rina Shapira); (18) "Japan" (James J. Shields, Jr.); (19) "Kenya" (Reese Hughes); (20) "Mexico" (Eduardo Pena de la Mora); (21) "Nicaragua" (Susan Rippberger, Mark B. Ginsburg, and Roland G. Paulston); (22) "Norway" (Val D. Rust); (23) "Peru" (Sydney R. Grant); (24) "South Africa" (Harold D. Herman); (25) "United States" (Susan F. Semel, Peter W. Cookson, Jr., and Alan R. Sadovnik); (26) "USSR" (Stephen T. Kerr); (27) "Yugoslavia" (Niksa Nikola Soljan); and (28) "Zimbabwe" (Betty Jo Dorsey). Part 2 examines comparative issues in stratification. Chapters include: (29) "Women and Higher Education Reforms: Expansion Without Equality" (Gail P. Kelly); and (30) "Issues of Class and Educational Reform in Comparative Perspective" (Irving Epstein). References and an index are included. (LMI)

explores personal and social attitudes about substance abuse. Chapter II addresses the medical aspects of substance abuse, covering the classification of substances; effects on the central nervous system; pharmacology; and interaction of substances with physical, cognitive, mental, and emotional disabilities. Chapter III considers assessment of substance abuse as a coexisting disability, with special attention given to the diagnostic interview. It describes signs and symptoms of substance abuse, criteria for psychoactive substance dependency, and methods of detecting substance abuse. Chapter IV covers the definition of treatment, intervention strategies, the need for family involvement, and interagency cooperation. Chapter V begins with the vocational rehabilitation counselor's responses to substance abusing clients and then addresses resources and networking, confidentiality, and appropriate methods for sharing information. Chapter VI discusses how traditional substance abuse treatment programs fail to meet the needs of many persons with disabilities and discusses ways to develop more accessible treatment programs. Chapter VII addresses job development and placement in cases of substance abuse as a coexisting disability. Appendices contain the 12-step model for addiction recovery, a glossary of drug street language, and an annotated list of 19 suggested readings. (Each chapter contains references.) (JDD)

ED 367 087

EC 302 788

Rogers, Joy

The Inclusion Revolution.

PUB DATE- May 93

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Ancillary School Services; \*Check Lists; \*Disabilities; Educational Change; \*Educational Methods; Elementary Secondary Education; Legal Responsibility; \*Mainstreaming; Normalization (Disabilities); Program Evaluation; \*Social Integration; Teaching Skills

IDENTIFIERS- \*Inclusive Schools

This research bulletin on inclusion of students with disabilities in general education settings first outlines distinctions among mainstreaming, inclusion, and full inclusion. It explores whether federal law requires inclusion, the "down side" of inclusion, the impact of inclusion on classmates, supplementary aids and services, the arrangement of instruction to benefit all students, and skills teachers need in inclusive classrooms. An inclusion checklist is provided to help school personnel evaluate whether their practices are consistent with the best intentions of the inclusion movement. An annotated list of eight helpful resources concludes the bulletin. (JDD)

NOTE- 34p.; For other reports in this series, see ED 343 361-364,  
EC 302 748, and EC 302 805-811.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; \*Free Choice  
Transfer Programs; \*Gifted; Information Sources; \*Open  
Enrollment; \*Parent Attitudes; Parent Participation;  
\*Participant Satisfaction; School Choice; State Programs;  
\*Talent; Transfer Students; Transportation

IDENTIFIERS- \*Minnesota

The extent to which gifted and talented students participated in Minnesota's Open Enrollment Option was investigated via a survey of 26 gifted students who transferred to nonresident schools and comparison of results with those of a survey of 60 students without special needs. Results indicated that academic and educational concerns were some of the main reasons that prompted gifted students to transfer. Specific concerns were provision of more advanced courses, more course variety, better teachers, and stronger academic reputation. The most valuable sources of information about the open enrollment option were the mass media and the school principal. Parents of students with special talents moderately increased their involvement at their chosen school compared to their former school. Most parents expressed satisfaction with the option, though many experienced transportation problems. (Contains 23 references.)  
(JDB)

Classroom Use (for Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS= Check Lists; Child Health; \*Chronic Illness; Elementary Secondary Education; \*Health Services; \*Individualized Education Programs; Program Development; School Nurses; \*Self Care Skills; \*Special Health Problems; Staff Role; Student Educational Objectives; Training IDENTIFIERS= \*Individualized Health Care Plan

This paper considers ways to help children with special health needs by utilizing the Individualized Education Program (IEP) and the Individualized Health Care Plan (IHCP). Results of a study which found a lack of necessary health information in school documents is summarized. The school nurse is seen as a pivotal person in the identification and coordination of student health needs. He/she conducts a health assessment and writes an Individualized Health Care Plan. This is followed by development of an Individualized Health Services Plan by a committee composed of the nurse, parent, student, teacher/s, school administrator, and others. This document specifically addresses goals and objectives leading to independence in self care. A sample checklist demonstrates how to assess levels of involvement in self care. A case example of a 9-year-old with diabetes demonstrates how to develop health care goals and objectives. Extensive attachments include health services plan forms and instructions; an outline of levels of care; case examples; training checklists for catheterization, gastrostomy, clean suctioning, and tracheostomy care; and fact sheets/emergency procedures for Type 1 diabetes, juvenile rheumatoid arthritis, mechanical ventilation, and spina bifida. (DB)

Evaluation in the 1990's. Anthology Series 27; see FL 021 869.  
LANGUAGE= English  
EDRS Price= MF01/PC01 Plus Postage.  
PUB TYPE= Reports - Evaluative/Feasibility (142); Speeches,  
Conference Papers, "Papers Presented at..." (150)  
DESCRIPTORS= Comparative Analysis; \*English (Second Language);  
English for Academic Purposes; Foreign Countries; Higher  
Education; \*Intensive Language Courses; \*Language Tests;  
\*Program Evaluation; Second Language Instruction; \*Second  
Language Programs; Testing; \*Test Results; Test Use  
IDENTIFIERS= Indonesia; Test of English as a Foreign Language;  
University of Ottawa (Canada)

The use of test results as a criterion for evaluating the design of an intensive English language program is examined in one Canadian university program in Indonesia. The study was investigating whether: (1) realistic estimates of training needs were being made; (2) data from other tests would enable better prediction of student outcomes, and therefore of student admission criteria; and (3) some guidelines could be established for balancing test preparation and post-course language use in classroom instruction. Subjects were 129 students in 8 academic English classes. Results from one administration each of the Test of English as a Foreign Language (TOEFL) and the Canadian Test of English for Scholars and Trainees were used to predict gain in scores on a second TOEFL administration. Results show the entry TOEFL scores to be misleading as to the homogeneity of the group and to provide an inadequate baseline for assessing student progress. Implications are found for both the design of the training program and for the use of gain scores in program evaluation. Several Canadian initiatives in English second language training and testing are also described. (MSE)

Learning Literacy in Papua New Guinea: Which "Language"?

PUB DATE= Aug 93

NOTE= 18p.; Paper presented at the Conference on

Critical/Developmental Literacy (Waigani, Papua New Guinea, August 27-28, 1993).

LANGUAGE= English

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Reports - Evaluative/Feasibility (142), Information Analyses/State-of-the-art Materials (070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS= Foreign Countries; Indigenous Populations; \*Language of Instruction; \*Language Role; \*Language Variation; \*Literacy Education; \*Multilingualism; \*Native Language Instruction

IDENTIFIERS= \*Papua New Guinea

A major controversy in education in Papua New Guinea (PNG) has been the choice of language for initial literacy education. It is now generally accepted by academics, education leaders, and politicians that this should be a language already spoken by the learner. Research suggests that this will contribute to better, not worse skills in English at a later point. However, another issue to be considered is the kind of language (formal or vernacular) to be taught. In early PNG colonial history, written language was seen by native people as an almost mystical force because of the uses to which it was put by the Europeans. Cognitive skills required for literacy include visual skills to make the connection between sounds and symbols, skills for linking linguistic structure and meaning, and skills in the ability to decontextualize language. Literacy materials should be produced or selected according to two main criteria: the language used must be real (meaningful) to the learner; and there must be a match between the materials and the learner's cognitive skills. Use of pictures in literacy materials also provides context for written text. A source of materials to be exploited is the newspaper. Several newspaper items in pidgin and standard English are appended. (MSE)

is other than English who are already on the job. First, the meanings of "workplace language instruction" are discussed (pre-workplace classes, "work-centered" approaches, "worker-centered" approaches.) Next, current perspectives on workplace learning are highlighted. The final section of the digest looks at constraints on ESL workplace program development, focusing on needs assessment, assessment measures, participant attitudes and expectations, enrollment management, language choice, financial and organizational support, building coalitions, and decentralization. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 191

FL 800 709

Davis, Ann E.; Arter, Judith A.

Annotated Bibliography on ABE/ESL Assessment.

SPONS. AGENCY- Washington State Board for Community and Technical Colleges, Olympia.

PUB DATE- Jul 92

NOTE- 147p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Accountability; \*Adult Basic Education; Annotated Bibliographies; Educational Assessment; \*English (Second Language); Evaluation Methods; \*Program Evaluation; Research

As part of the process of developing an assessment system for Washington State Adult Basic Education/English as a Second Language (ABE/ESL) a review of literature was conducted, the product of which is the annotated bibliography presented here. The first section of the bibliography is a review of the materials found during the course of the literature search. The section is divided into three parts: large scale assessment, alternative assessment, and published reviews of tests. Large scale assessment refers to assessment information and strategies used at program and/or state levels. The annotated materials deal with issues and problems of accountability and large scale assessment. Also, assessment strategies of the Northwest Workplace Basics project and JTPA are summarized. The alternative assessment section includes information on types of assessment that are not standardized. The articles reviewed in this part deal primarily with classroom assessments, which can be used to improve instruction and monitor learner progress. Articles relate to assessment practices in English-as-a-Second-Language (ESL), Adult Basic Education (ABE), and public education programs. Sections two, three, and four have updated citations on alternative assessments--portfolios, reading alternatives, and mathematics alternatives--that are available through the Test Center at the Northwest Regional Educational Laboratory. These have been kept separate in order to facilitate procurement for examination by interested professionals. (AB)

Griffin, Suzanne M.

Interpreting Assessment Scores of Nonliterate Learners with  
Ethnographic Data.

PUB DATE- 16 Apr 93

NOTE- 44p.; Paper presented at the Annual International Meeting  
of the Teachers of English to Speakers of Other Languages  
(27th, Atlanta, GA, April 13-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Cross Cultural Studies; Cultural Differences;  
English (Second Language); \*Ethnography; \*Illiteracy; \*Language  
Tests; Literacy; \*Research Methodology; Scores; Test  
Interpretation; \*Test Results; \*Test Validity

Research findings are reported that suggest that valid  
interpretation of assessment scores on illiterate and  
preliterate learners requires the use of ethnographic data.  
Data from observation notes, photos, and audiotapes indicated  
that learners' understanding of their tasks affected their  
performance in assessment situations. Previous findings from  
studies involving English-as-a-Second-Language (ESL) learning  
suggests the need to combine qualitative and quantitative  
research methods. The following recommendations are offered for  
procedures in cross-cultural educational research: (1)  
supplement written information about the subjects' culture with  
interviews with cultural informants and participant  
observations; (2) conduct a pilot study with individuals from  
the target culture; (3) determine how subjects view their  
participation in the study and anticipate a high number of  
noncompleters; (4) check the reliability of translators'  
messages to subjects; (5) accommodate cultural patterns in  
procedures; (6) verify subjects' familiarity with media used in  
the study; and (7) contextualize quantifiable outcomes with the  
ethnographic data collected during the study. Future directions  
for research on ESL literacy are noted. Appended materials  
include tables displaying quantitative data, a sample of  
translated documents (post-instruction interview), sample  
observation notes, and a sample drawing. Contains 142  
references. (Adjunct ERIC Clearinghouse on Literacy Education)  
(LB)

ED 367 193

FL 800 714

Minicz, Elizabeth A. W.

Beyond the Library Card: An ESL Curriculum for Effective Library  
Use.

SPONS. AGENCY- Illinois State Library, Springfield.

PUB DATE- 93

NOTE- 158p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; \*Adult Students; \*Curriculum  
Design; Curriculum Guides; \*English (Second Language); Library  
Guides; \*Library Instruction; \*Library Skills; \*Limited English  
Speaking; Literacy Education; Teaching Guides

This curriculum is the result of a project designed to: increase  
adult English-as-a-Second-Language (ESL) students' knowledge  
and use of the public library through a problem posing



Conley, David T.; And Others

Proficiency-Based Admission Standards Study (PASS). Revised.  
SPONS. AGENCY- Oregon State Board of Higher Education, Salem.

PUB DATE- 7 Feb 94

NOTE- 180p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Admission Criteria; Change Strategies; \*Competency Based Education; Compliance (Legal); Educational Change; Elementary Secondary Education; Higher Education; Long Range Planning; \*Policy Formation; Program Descriptions; School Restructuring; \*State Colleges; State Legislation; \*State Standards; State Universities; Student Evaluation

IDENTIFIERS- Oregon; \*Oregon State System of Higher Education; \*Proficiency Based Admissions Standards

This report presents the framework for a legislatively mandated proficiency-based approach to admissions at Oregon's eight public baccalaureate-granting institutions. The goal of the report is to present a systems-level description of why and how a proficiency-based admissions system should operate. Part 1 considers the implications of the proficiency movement and begins with an overview of the events that led to the creation of proficiencies and provides the rationale for the decision. Part 2 reviews related areas including: performance-based assessment, standards development and structure, school reform, and Oregon's approach to K-12 educational restructuring. Part 3 outlines the process used to develop the proficiency areas and indicators and presents the proficiencies. Subsequent sections in Part 3 consider how proficiencies might be assessed, their relation to the Certificates of Initial and Advanced Mastery (CIM, CAM), quality control, and training issues. The report concludes with an outline of an implementation timeline. Appendixes list all sources used in the project, out-of-state contacts, and documents analyzed. (Contains 93 references.) (JB)

Barefoot, Betsy O., Ed.

Exploring the Evidence: Reporting Outcomes of Freshman Seminars.

The Freshman Year Experience. Monograph Series Number 11.

SPONS. AGENCY- College Survival, Inc., Rapid City, SD.

PUB DATE- 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*College Freshmen; \*College Outcomes Assessment; Community Colleges; Educational Assessment; Enrollment; Evaluation Methods; Higher Education; Private Colleges; Program Descriptions; Program Effectiveness; Program Evaluation; State Colleges; Student Development; Success

IDENTIFIERS- \*Freshman Seminars

This document is a compendium of information from 34 colleges and universities on freshman seminar/student success courses and their outcomes and how institutions are evaluating and reporting on these programs. Freshman seminars or success courses are courses for entering students that aim to ease the student's transition to the college environment and to increase the chances that students will be successful. Each entry for

Weinmann, Sigrid; Bragg, Jeani Marie Behr

Optimizing the International Experience through a Pre-Departure Orientation and a Re-entry Workshop,

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Cultural Awareness; Culture Conflict; Engineering Education; \*Field Experience Programs; Global Approach; Higher Education; \*International Programs; Internship Programs; \*Orientation; \*Science Education; Student Experience; Study Abroad; Workshops

IDENTIFIERS- Germany; \*Michigan Technological University

One of the components of the international program at Michigan Technological University is an internship in Germany where students work for 3 months in companies or university research institutes. These paid internships offer students (mostly engineering and science majors) a unique opportunity to improve their communication skills and cultural awareness while also gaining international work experience. A pre-departure course, which meets once a week for 10 weeks, was developed to provide a format for discussion of the intellectual, emotional, and social processes involved in immersion in a foreign culture and to provide tools for successful adaptation to the new environment. A re-entry workshop was designed to give students a structured setting to synthesize their global experiences and to determine the extent of their personal and intellectual growth. This paper describes objectives for the pre-departure course and re-entry workshop, content, methods and assignments, schedules, and anecdotal evidence of program effectiveness. A survey form is appended to the paper. (Contains 19 references.) (JDD)

Carels, Peter; McCullough, Lynette  
Cooperative Market Research Project.

PUB DATE- Apr 93

NOTE- 11p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Business Administration Education; Demonstration Programs; Experiential Learning; Foreign Countries; Higher Education; Institutional Cooperation; \*International Programs; International Trade; Marketing; \*Merchandising; Program Development; School Business Relationship; Strategic Planning

IDENTIFIERS- Austria; \*Miami University OH

A pilot project was developed in which the Advertising and Market Research Center of the Vienna School of Economics and Business in Austria and the German Department as well as the Marketing

Johnston, Joseph S., Jr.; Edelstein, Richard J.  
Beyond Borders: Profiles in International Education.  
PUB DATE- 93

NOTE- 84p.; This work was supported by the KPMG Peat Marwick  
Foundation.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Business Education; \*Global Approach; Higher  
Education; \*Interdisciplinary Approach; International  
Education; Liberal Arts; Program Descriptions; Program Design;  
Undergraduate Study

This publication profiles 15 college and university  
interdisciplinary collaboration programs for international  
education. Chapter 1, "Beyond Borders" by Joseph S. Johnston,  
Jr., outlines the importance of such programs and of  
international education in particular. It also addresses  
rationales for internationalization, challenges to its  
implementation and survival, and business-liberal arts faculty  
collaborations. Chapter 2 contains 15 program profiles at the  
following institutions: Babson College (Massachusetts); Bentley  
College (Massachusetts); Boston College (Massachusetts);  
College of Staten Island, City University of New York; Eastern  
Michigan University; Kalamazoo College (Michigan); Ramapo  
College of New Jersey; St. Olaf College (Minnesota); University  
of California, Los Angeles; University of California, San  
Diego; University of Michigan; University of Pennsylvania;  
University of Rhode Island; University of South Carolina; and  
Worcester Polytechnic Institute (Massachusetts). Chapter 3,  
"Lessons from Campus Practice" by Richard J. Edelstein,  
highlights the following lessons: there is no one best  
approach, know your institution, attend to the challenge of  
pedagogy, leadership makes a difference, create an  
international ethos on campus, engage faculty colleagues,  
funding is necessary but not sufficient, and select an  
appropriate campus home. (Contains 78 references.) (JB)

Johnson, Beth Hillman, Ed.

The Impact of Collective Bargaining on Higher Education: A Twenty  
Year Retrospective. Proceedings of the Annual Conference (20th,  
New York, New York, April 13-14, 1992).

PUB DATE- Apr 92

NOTE- 152p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Freedom; \*Collective Bargaining;  
Constitutional Law; Court Litigation; Educational Finance;  
Employer Employee Relationship; Faculty College Relationship;  
Grievance Procedures; Health Care Costs; \*Higher Education;  
Labor Legislation; Labor Relations; Legal Problems; Peer  
Evaluation; Unions

IDENTIFIERS- Professionalism

This publication contains 17 papers on the impact of collective  
bargaining on higher education over the past 20 years. The  
papers are grouped in four sections on the state of unions in  
higher education, individual and collective rights in the  
academy, bargaining in the trenches, and overviews of past and

Steen, Sara J., Ed.

Academic Year Abroad, 1994/95. The Most Complete Guide to Planning Academic Year Study Abroad.

PUB DATE- 94

NOTE- 583p.; For a related document, see HE 027 245.

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - General (130)

DESCRIPTORS- College Bound Students; College Housing; Credits; Eligibility; Foreign Countries; Graduate Study; Higher Education; International Educational Exchange; Language of Instruction; Professional Education; Resource Materials; Student Costs; \*Student Exchange Programs; \*Study Abroad; Undergraduate Study

This book describes over 2,100 academic programs (at least one academic quarter in length) sponsored by accredited U.S. postsecondary institutions or developed for U.S. students by foreign universities and other organizations. Entries are based on a 1993 survey. While most programs listed are available to undergraduates, many programs are also open to precollege students, graduate students, teachers, professionals, and other adults. Learning options presented range from lecture courses and intensive language immersion to internships, student teaching, field research, and voluntary service. Program entries are organized first by geographical region: Africa, South of the Sahara; Asia and Oceania; Eastern Europe; Western Europe; the Middle East and North Africa; and the Western Hemisphere. Each world region is subdivided alphabetically by country and then by city. Within each city section, program entries are alphabetized by name of sponsoring organization. In addition to specific country and city listings, there is a "Worldwide" section for programs that are active in more than one world region. Similarly, there are "More Than One Country" listings at the beginning of each regional section, and "More Than One City" listings at the front of each country. Data provided include (1) costs and fees; (2) academic credit; (3) eligibility and academic level; (4) dates and duration; (5) language/s of instruction; (6) housing; and (7) contact addresses, phone, and fax numbers. (GLR)

ED 367 271

HE 027 245

Steen, Sara J., Ed.

Vacation Study Abroad, 1994/95. The Complete Guide to Summer and Short-Term Study.

PUB DATE- 94

NOTE- 379p.; For a related document, see HE 027 244.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - General (050), Reference Materials - General (130)

DESCRIPTORS- College Bound Students; College Housing; Credits; Eligibility; Foreign Countries; Graduate Study; Higher Education; International Educational Exchange; Language of Instruction; Professional Education; Resource Materials; Student Costs; \*Student Exchange Programs; \*Study Abroad; \*Summer Programs; Undergraduate Study

This book describes over 2,100 academic programs sponsored by

McCain, Ted D. E.; Ekelund, Mark  
Computer Networking for Educators.

PUB DATE- 93

NOTE- 215p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Computer Networks; \*Computer Uses in Education; Educational Administration; Educational Environment; Educational Technology; Elementary Secondary Education; Futures (of Society); Microcomputers; Planning; Problems; Resources; Telecommunications; Vision

IDENTIFIERS- Apple Macintosh; Examples; IBM PC Compatibles; Technology Plans

This book is intended to introduce the basic concepts of connecting computers together and to equip individuals with the technical background necessary to begin constructing small networks. For those already experienced with creating and maintaining computer networks, the book can help in considering the creation of a schoolwide network. The book is divided into two main sections: an introduction to networking in schools (6 chapters) and an introduction to the technical side of networking (10 chapters). The chapter headings are as follows: (1) How Can Networking Enhance the Use of Computers? (2) Advanced Networking Concepts; (3) Why Network Classroom Computers? (4) Why Network Computers for Administration? (5) Why Consider School-Wide Networking? (6) How To Plan a School-Wide Network; (7) Technical Details for Both IBM-Compatible and Macintosh Computers; (8) Technical Issues in IBM-Compatible Networking; (9) Simple Network Examples for IBM-Compatible Computers; (10) Complex Network Examples for IBM-Compatible Computers; (11) Technical Issues in Macintosh Networking; (12) Simple Network Examples for Macintosh Computers; (13) Complex Network Examples for Macintosh Computers; (14) A Complex Network Example Using IBM-Compatible and Macintosh Computers; (15) Networking for Apple II Computers; and (16) A Look in the Crystal Ball. A glossary of terms is included. (TMK)

Smith, Irene Elizabeth

An Investigation into Students' Perceptions of the Learning Environment Provided by Hypermedia Tools in an Interdisciplinary High School Course of Studies.

PUB DATE- 93

NOTE- 240p.; Ph.D. Dissertation, University of Oregon. Cover title varies: "HyperMedia: A Review of the Literature and a Survey of Student Perceptions."

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; \*Computer Assisted Instruction; Computer Software; Creativity; Cultural Education; Educational Environment; High Schools; High School Students; \*Hypermedia; Interviews; Learning Motivation; Observation; Perception; Perception Tests; Qualitative Research; Questionnaires; Student Attitudes; \*Student Motivation;

Bitter, Gary G.; And Others  
Using a Microcomputer in the Classroom. Third Edition.  
PUB DATE- 93  
NOTE- 353p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Computer Assisted Instruction; \*Computer Literacy; Computer Software Selection; Courseware; Distance Education; \*Educational Media; \*Educational Technology; Elementary Secondary Education; Evaluation Criteria; Futures (of Society); Higher Education; Hypermedia; Instructional Design; Learning Resources Centers; \*Microcomputers; Multimedia Instruction; Teacher Education; Technological Advancement; \*Technology Education

IDENTIFIERS- Vendors

This book was written to help classroom teachers, lay persons, and school personnel understand the role of microcomputers in education. It has been especially designed for undergraduate and graduate technology-based education programs. Specific education examples and applications are provided throughout the book and exercises have been designed for students to further explore specific educational understanding or applications. Topics covered include: technological literacy and its effect on education; the microcomputer; computer applications; computer-assisted instruction; the computer as a tool for teachers and students; selection, evaluation, and review criteria for choosing software and hardware; organizing the classroom for computer use; multimedia; a computer literacy curriculum; designing lesson plans for various subject areas and to help implement a technology integrated curriculum; programming as a learning tool; distance learning; the library media center of the future; professional growth; and future implications. Included in the appendices are lists of software directories and resources; computer-related videotapes and films; special education resources; and relevant periodicals. (JLB)

Borer, Monica  
Integrating Mandated Logo Computer Instruction into the Second Grade Curriculum.

PUB DATE- Aug 93

NOTE- 54p.; M.S. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Computer Assisted Instruction; Curriculum Development; \*Elementary School Mathematics; Geometry; Grade 2; Mathematics Curriculum; \*Mathematics Instruction; \*Mathematics Skills; Primary Education; Problem Solving; \*Programming Languages; Questionnaires; Thinking Skills

IDENTIFIERS- \*LOGO Programming Language

This program was developed and implemented to promote higher-level thinking skills and problem-solving skills and to strengthen the understanding of mathematical concepts in second grade students through the use of the Logo programming

Hartmann, Jonathan

Information Needs of Anthropologists.

PUB DATE- Dec 93

NOTE- 48p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; \*Anthropology; Citations (References); College Faculty; Higher Education; Information Literacy; \*Information Needs; \*Information Seeking; Information Services; Online Searching; Online Systems; Questionnaires; Research Libraries; Scholarly Journals; \*Search Strategies; \*User Needs (Information)

IDENTIFIERS- Information Skills; Teacher Surveys

Anthropologists at seven universities were surveyed in order to discover the ways in which they go about locating information of value to them; the information sources that they use and that are of the greatest significance to them; the adequacy of the library service being currently provided to anthropologists; and any opinions they have on the subject of their information needs. Results show that anthropologists' information requirements differ somewhat from those of other social scientists. Reference lists in journals and books are often used to locate information sources; journals are the most important information source. Most of the information needs of the majority of respondents are met by their university's library. Older scholars tend to use databases less than younger ones do; online abstracts and indexes are more important to anthropologists than their print versions are. Some respondents express a great desire for a database which would include current references, abstracts, and articles in anthropology. The questionnaire used in the study is included in the appendix. (Contains 20 references.) (Author/JLB)

ED 367 333

IR 054 864

Hampton, Karen

Issues of Accessibility in High School Libraries.

PUB DATE- Aug 93

NOTE- 61p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Access to Information; Comparative Analysis; High Schools; Learning Resources Centers; Library Collection Development; \*Library Collections; Library Research; Library Services; Private Schools; Public Schools; Questionnaires; \*School Libraries; User Needs (Information); \*User Satisfaction (Information)

IDENTIFIERS- Student Surveys

The purpose of this study was: (1) to examine the opinions of a selected group of public and private high school students regarding their perceptions of the level of accessibility to their school libraries (accessibility defined as times when students think they were allowed to be in the library); (2) to determine whether or not students feel the libraries provide sufficient materials for their needs; and (3) to determine if there is a significant difference between the responses of the public and private school students. An exploratory survey using

Eckart, Karen Sue  
"Children's Digest" and Societal Trends.  
PUB DATE- Dec 90  
NOTE- 39p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042)  
DESCRIPTORS- \*Childrens Literature; Content Analysis; Cultural  
Images; Disabilities; Divorce; Environmental Influences; Health  
Education; Minority Groups; \*Periodicals; Sex Fairness; Social  
Bias; Social Problems; \*Sociocultural Patterns; Stereotypes;  
Trend Analysis  
IDENTIFIERS- \*Childrens Digest

The purpose of this research project was to determine if, like books, the content of children's magazines changes to reflect current societal trends. The study used the method of content analysis and was limited to one children's magazine, "Children's Digest." Certain trends in children's literature were identified through the literature search, and "Children's Digest" was examined to see whether it reflected these changes. A content analysis of issues from 1968, 1978, and 1988 revealed that the content of "Children's Digest" had indeed changed to reflect current societal trends. Illustrations, stories, and articles were analyzed. The issues studied were the presences of minority or handicapped persons; the presence of social issues such as divorce, environmental concerns, and health issues; and sex equality and role stereotyping. Results indicated that the contents of "Children's Digest" has changed over the last 30 years to reflect trends due to the changing sociopolitical environment. The most significant change was shown to occur in the area of sex equality and stereotyping. (Contains 36 references.) (Author/TMK)

ED 367 355

IR 054 903

Whitehair, David E.  
Compact Disc Cataloging Product User Survey.  
PUB DATE- Dec 90  
NOTE- 42p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042); Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Cataloging; Computer Software; Computer Software  
Development; \*Computer Software Evaluation; Design Preferences;  
Library Surveys; Library Technical Processes; \*Optical Data  
Disks; Questionnaires; Tables (Data); Use Studies  
In late 1988, a compact disc cataloging product was introduced to the library market. In order to learn more about the needs of current users, a survey was developed to include questions concerning software features and operations, software enhancements, bibliographic and authority subsets, and hardware issues. This study was conducted among all current North American subscribers who purchased the package prior to January 31, 1990. Of the 127 users identified for this study, 94 were used for data analysis (50% academic, 24% special, 1% public, 9% school). Eighty-two percent of the respondents stated that they like the system or like it very much. Sixty-one percent of users preferred the compact disc product to the online system, and 69% of the users would recommend the product to other users. Much information was gained for product enhancements,



Harbaugh, Susan

A Survey of LSCA Funding for Latchkey Programs in Public Libraries.

PUB DATE- Nov 90

NOTE- 33p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Secondary Education; \*Federal Aid; Federal Legislation; Homework; \*Latchkey Children; \*Library Services; Library Surveys; National Surveys; Problems; \*Public Libraries; Questionnaires; State Libraries; Story Telling

IDENTIFIERS- \*Library Funding; \*Library Services and Construction Act

The goal of this research was to find out if libraries across the country have applied for and received Library Services and Construction Act (LSCA) grants to fund latchkey programs. Through the use of a questionnaire sent to all of the state library agencies in the United States, data was collected by structured and open-ended questions. The results of this study show that the use of LSCA funds for latchkey programs is still a fairly new and untapped source. Only 6 of the 39 state libraries that responded had received and approved LSCA grants for latchkey programming. A majority of the states are aware that there are problems in the public libraries because of latchkey children, but these libraries have not gone to their state libraries for help. Brief program descriptions of latchkey programs are included by state. The questionnaire administered in the study is found in the appendix. (Author/JLB)

ED 367 378

IR 054 926

Sonnenfeld, Gary F.

The Treatment of the Occult in General Encyclopedias.

PUB DATE- Nov 90

NOTE- 45p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Bias; Comparative Analysis; Content Analysis; \*Encyclopedias; Indexing; Tables (Data)

IDENTIFIERS- Encyclopedia Britannica

This paper is a content analysis of three general encyclopedias, "Encyclopedia Americana" (EA), "Encyclopaedia Britannica" (EB), and "World Book Encyclopedia" (WBC), which quantifies the treatment of the occult. Entries are selected from each by starting with the article "Occultism" and tracing all cross-references. Cross-references are likewise selected from all cross-referenced terms. Entries are then analyzed statement by statement; each is then placed into one of 21 categories. The results are presented in ranked lists. Analysis concludes that the EA emphasizes miscellaneous information, background material, history, and favorable claims; EB emphasizes history and the social history and the social, cultural, and artistic origins of many occult beliefs; and WBC includes much miscellaneous information but also stresses background material, history, and positive claims. A glossary of occult terms is appended. (Contains 22 references.) (JLB)

ED 367 379

IR 054 927

Grevatt, William K.  
Student Success Program.

PUB DATE- 92

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- College Outcomes Assessment; Community Colleges;  
\*Early Intervention; \*Educational Strategies; Foreign  
Countries; Information Systems; Institutional Research; Program  
Effectiveness; \*Program Implementation; \*School Holding Power;  
\*Student Attrition; Two Year Colleges; Withdrawal (Education)

IDENTIFIERS- Mohawk College of Applied Arts and Technology ON

The Student Success Program (SSP) at Mohawk College of Applied Arts and Technology, in Ontario (Canada), combines institutional research, intervention strategies, and evaluation to form an effective model of student retention. The institutional research component is managed by the Retention Information System (RIS), which collects demographic, withdrawal, performance, and tracking data from the mainframe student information system. Intervention strategies focus on academic and social orientation of new and existing students, assessment of students early in the first semester, peer tutoring and support groups, learning strategy seminars, and the creation of offices of Special Needs and Student Success. Intervention strategies are evaluated by comparing retention rates in programs by semester and comparing retention outcomes for programs with strategies and those without. The SSP is unique in that it has developed from grass-roots efforts in the college and was not mandated by senior administration. It arose from a pilot project to analyze outcomes in high attrition areas in the fall of 1987, and the subsequent formation of a consultative team for student success. Currently, it operates out of the Office of Student Success, which maintains a full-time coordinator, part-time statistician, and part-time research assistant. Over the past 3 years, the SSP has raised awareness of student success issues at the college, continued to develop the RIS, and significantly reduced attrition in at least six program areas. (BCV)

ED 367 397

JC 940 149

Central Piedmont Community College Current Student Opinion Study, 1992-1993. Assessing Provision of High-Quality, Flexible Educational Programs and Services To Meet Individual and Community Needs.

PUB DATE- 93

NOTE- 50p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ancillary School Services; Community Colleges;  
Educational Facilities; Institutional Research; Parking  
Facilities; \*Participant Satisfaction; \*Predictor Variables;  
\*Program Evaluation; Program Improvement; School Surveys;  
\*Student Attitudes; Student Characteristics; Two Year Colleges;  
\*Two Year College Students

IDENTIFIERS- Central Piedmont Community College NC

A study was undertaken at Central Piedmont Community College

Agan, Jimmy L.

Carroll Technical Institute and Southwire Company's Educational  
Renewal Program.

PUB DATE- 1 Feb 94

NOTE- 57p.; Paper presented at the Annual Workforce 2000  
Roundtable Conference (2nd, New Orleans, LA, January 30-  
February 2, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Adult Literacy; Cooperative Programs; Educational  
Needs; \*Education Work Relationship; \*Labor Force Development;  
Labor Needs; \*Manufacturing Industry; Office Occupations  
Education; \*Partnerships in Education; Professional  
Development; Program Development; \*School Business  
Relationship; Technical Institutes; Two Year Colleges;  
Vocational Education

IDENTIFIERS- Carroll Technical Institute GA

As part of an effort to meet the specific educational needs of  
local business and industry, a cooperative educational renewal  
program was developed between Carroll Technical Institute (CTI)  
in Carrollton, Georgia, and the Southwire Company, a local  
producer of aluminum and copper materials. A thorough training  
needs assessment was conducted and, due to the classified  
nature of Southwire's manufacturing processes, CTI's  
involvement was limited to areas from basic literacy skills  
through front-line supervision. Critical job tasks were  
identified and analyzed to determine how competent workers use  
literacy skill applications in their jobs and a group of  
diagnostic tests were administered. The results indicated a  
serious deficiency in basic academic skills. As a solution the  
research program included three district components: workplace  
literacy, secretarial training, and an Applied Manufacturing  
Technology (AMT) diploma program in supervision. The workplace  
literacy component, taught on the CTI campus, was designed to  
raise the literacy level of Southwire employees to improve  
their job performance and has served 254 employees since 1987.  
The secretarial certification program was designed to increase  
the skill levels of Southwire secretaries who could not  
demonstrate an acceptable level of competence on the exemption  
test. It has resulted in reports of improved productivity,  
reduced absenteeism, and higher morale within secretarial  
staff. The AMT program consists of a core of general academic  
courses, selected fundamental technical courses, and academic  
credit for related work experience. (NAB)

ED 367 414

JC 940 179

Lockemy, M. J.; Summers, Sylvia

From Teacher Centered to Student Centered Learning.

PUB DATE- Nov 93

NOTE- 32p.; Paper presented at the Annual Faculty Development  
Institute of the Community College Consortium (5th, Ann Arbor,  
MI, November 11-13, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

Stetson, Nancy E.  
Professional Development for Two-Way Teaching and Learning.  
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- Jul 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Classroom Techniques; Community Colleges; \*Educational Assessment; \*Evaluation Methods; \*Faculty Development; Pilot Projects; Program Effectiveness; Program Evaluation; Program Implementation; School Surveys; \*Student Needs; Teacher Attitudes; \*Teacher Improvement; Two Year Colleges

Studies suggest that the traditional technique of one-way lectures used most often by teachers results in about 42% retention after class, and 17% a week later. To improve both student learning and institutional effectiveness, colleges should support faculty development programs that expose teachers to two-way teaching and learning processes. Using two-way processes, teachers facilitate learning by means of cooperative and active learning strategies and strive to receive immediate and anonymous feedback from students using strategies collectively known as Classroom Assessment Techniques (CATs). One example of these techniques is the assignment of a short paper requesting students to describe the most important concept that they learned in the class that day or state what important questions remained unanswered. From Fall 1988 to Spring 1992, the College of Marin, in California, participated in an on-site pilot-test of the CAT program. In Spring 1993, 58 of the 70 participating faculty were surveyed regarding their experiences. Of the 20 faculty who responded, 85% were still using the CATs; another 85% saw a beneficial impact on their teaching; and two-thirds felt that the CATs positively impacted students. Grades, examination performances, progress, and project quality all improved during the 4 year program. To implement effective faculty training programs in CATs, colleges should plan ahead carefully, design programs to last at least one semester, use sound teaching and learning principles, provide ongoing support, use faculty participants as recruiters, offer tangible and intangible incentives, and make participation voluntary and non-threatening. (ECC)

ED 367 431

JC 940 204

Bryce, Herrington J.  
A Community College President's Guide to Corporate Contributions.  
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- Aug 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Administrator Role; \*College Presidents; Community Colleges; \*Corporate Support; \*Donors; \*Fund Raising; Guidelines; \*School Business Relationship; Two Year Colleges

Chavkin, Nancy Feyl, Ed.

Families and Schools in a Pluralistic Society.

PUB DATE- 93

NOTE- 268p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position  
Papers/Essays (120)

DESCRIPTORS- \*Cultural Pluralism; Elementary Secondary Education;  
Family Involvement; Family Programs; Family School  
Relationship; \*Low Income Groups; \*Minority Groups; Non English  
Speaking; \*Parent Participation; Parents; \*Parent School  
Relationship; Social Workers

This book provides information on the research into minority-  
parent involvement in education, focusing specifically on the  
involvement of parents who experience social and economic  
limitations to full participation in American society: racial  
and ethnic minority-group members, low-income families, poorly  
educated parents, and parents who do not speak English.  
Following an introduction, the chapters deal with current  
research, practice, and potential opportunities. The chapters  
are: (1) "Collaboration between Schools and Disadvantaged  
Parents: Obstacles and Openings" (Moles); (2) "Parents'  
Attitudes and Practices of Involvement in Inner-City Elementary  
and Middle Schools" (Dauber and Epstein); (3) "Minority Parents  
and the Elementary School: Attitudes and Practices" (Chavkin  
and Williams); (4) "Homework-Focused Parenting Practices that  
Positively Affect Student Achievement" (Clark); (5) "Minority  
Parents and Their Youth: Concern, Encouragement, and Support  
for School Achievement" (Ritter and others); (6) "Improving  
Education for Minority Adolescents: Toward an Ecological  
Perspective on School Choice and Parent Involvement" (Bauch);  
(7) "Strategies for Working Effectively with Asian Immigrant  
Parents" (Yao); (8) "Cultural Values and American-Indian  
Families" (Sipes); (9) "Teaming with Parents To Promote  
Educational Equality for Language Minority Students"  
(Bermudez); (10) "Increasing Student Achievement through  
Teacher Knowledge about Parent Involvement" (Simich-Dudgeon);  
(11) "Benefits and Barriers to Parent Involvement: From  
Portugal to Boston To Liverpool" (Davies); (12) "School Social  
Workers Helping Multiethnic Families, Schools, and Communities  
Join Forces" (Chavkin); (13) "A New Paradigm for Parent  
Involvement" (Sealey); (14) "Building the Bridge To Research  
Minority Parents: Education Infrastructure Supporting Success  
for All Children" (Rich); and (15) "Families as Educators in a  
Pluralistic Society" (Scott-Jones). Each of the chapters  
includes references, and a list of resource organizations for  
information on minority parent involvement is appended. (SM)

ED 367 450

PS 022 006

Parke, Ross D., Ed.; Ladd, Gary W., Ed.

Family-Peer Relationships: Modes of Linkage.

PUB DATE- 92

NOTE- 458p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Aggression; Attachment Behavior; Behavior  
Development; Child Abuse; Child Rearing; Children; Competence;  
Depression (Psychology); \*Family Influence; \*Family

Elkind, David

Images of the Young Child: Collected Essays on Development and Education.

PUB DATE- 93

NOTE- 100p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - General (020), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Beginning Reading; \*Child Development; Curriculum Development; \*Early Childhood Education; Educational Change; Educational History; Educational Philosophy; \*Educational Practices; Essays; Play; \*Young Children

IDENTIFIERS- Developmentally Appropriate Programs; Erikson (Erik); Historical Background; \*Hurried Childhood; Montessori (Maria); Piaget (Jean)

This collection of essays reflects the notion that perceptions of children and childhood shape approaches to education and child rearing. The essays include: (1) "The Child Yesterday, Today, and Tomorrow," on how children have been regarded throughout recorded history; (2) "Piaget and Montessori in the Classroom," examining the different ways these renowned figures in early childhood education viewed the development and education of young children; (3) "Work Is Hardly Child's Play," on children's play and how it has been conceptualized by different investigators; (4) "Development in Early Childhood," summarizing contemporary scientific knowledge about child growth and development; (5) "Humanizing the Curriculum," on educational reform; (6) "We Can Teach Reading Better," about better understanding of the process of reading; (7) "Resistance to Developmentally Appropriate Practice: A Case Study in Educational Inertia," on the relationship between educational change and educational philosophy; (8) "The Hurried Child: Is Our Impatient Society Depriving Kids of Their Right To Be Children?" about early academic pressure on children; (9) "Overwhelmed at an Early Age," a further discussion of the effects of hurrying children academically; and (10) "Questions Parents Ask," providing answers to frequently asked questions. Eight of the essays include references. (TJQ)

ED 367 469

PS 022 098

Gallagher, Patricia C.

Raising Happy Kids on a Reasonable Budget.

PUB DATE- 93

NOTE- 130p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Child Rearing; Children; Clothing; Consumer Education; \*Expenditures; Family (Sociological Unit); \*Family Financial Resources; \*Family Income; Food; Health Care Costs; Homemaking Skills; \*Money Management

IDENTIFIERS- Entertainment; Family Activities; \*Family Budgets  
This guide shows parents how to cut expenses and save on the cost of raising a family. Chapter 1 offers many ways to stretch food dollars and discusses buying in bulk, eating out, using coupons, buying wholesale, and gardening. Cost-cutting clothing

Singer, Sheila M., Ed.; And Others  
Program for Infant/Toddler Caregivers. Trainer's Manual, Module  
I: Social-Emotional Growth and Socialization.

PUB DATE- 93

NOTE- 173p.; For Module II, see PS 022 146.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Caregiver Role; Child Caregivers; \*Day Care; Day  
Care Centers; Early Childhood Education; \*Emotional  
Development; Family Day Care; \*Infants; \*Social Development;  
\*Socialization; Teacher Education; Teacher Education Programs;  
Teaching Guides; \*Toddlers; Trainers; Videotape Cassettes

IDENTIFIERS- California State Department of Education

This trainer's manual covers module I of the Program for  
Infant/Toddler Caregivers (PITC), a four-module video training  
course for providers of family and center day care. The manual  
is intended to be used by module instructors and includes an  
overview of the PITC and instructions for using the manual and  
its accompanying videos. The module contains 14 lessons, each  
designed to be covered in a 2-hour session. Titles are as  
follows: (1) "The Vision"; (2) "Flexible, Fearful, or Feisty";  
(3) "Working with Temperament"; (4) "Getting in Tune"; (5) "The  
Responsive Process"; (6) "Ten Gifts"; (7) "Emotional  
Development in Infants and Toddlers"; (8) "The Developing  
Emotional Strengths of Children"; (9) "Fostering Emotional  
Development: The Caregiver's Role I"; (10) "Fostering Emotional  
Development: The Caregiver's Role II"; (11) "Socialization and  
Guidance"; (12) "Socialization and Guidance: Caregiver  
Practices"; (13) "First Moves"; and (14) "Helping Children and  
Parents Adjust to a New Program." An outline of the three  
accompanying videos for this module, and pricing and ordering  
information for all four PITC modules, are also included. (MDM)

ED 367 488

PS 022 146

Signer, Sheila M., Ed.; And Others  
Program for Infant/Toddler Caregivers. Trainer's Manual, Module  
II. Group Care.

PUB DATE- 93

NOTE- 164p.; For Module I, see PS 022 145.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Caregiver Role; Child Caregivers; \*Day Care; Day  
Care Centers; Early Childhood Education; Family Day Care;  
\*Group Dynamics; \*Infants; \*Teacher Education; Teacher  
Education Programs; Teaching Guides; \*Toddlers; Trainers;  
Videotape Cassettes

IDENTIFIERS- California State Department of Education; \*Group Day  
Care

This trainer's manual covers module II of the Program for  
Infant/Toddler Caregivers (PITC), a four-module video training  
course for providers of family and center day care. The manual  
is intended to be used by module instructors and includes an  
overview of the PITC and instructions for using the manual and  
its accompanying videos. The module contains 16 lessons, most  
of which are designed to be covered in 45- to 90-minute  
sessions. The Infant/Toddler Groups, which contains four

Sharan, Yael; Sharan, Shlomo

Expanding Cooperative Learning through Group Investigation.

PUB DATE- 92

NOTE- 195p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- \*Cooperative Learning; Elementary Secondary Education; \*Group Activities; Grouping (Instructional Purposes); Instructional Effectiveness; Instructional Innovation; \*Learning Strategies; \*Self Directed Groups; Teaching Methods

IDENTIFIERS- \*Collaborative Inquiry; \*Collaborative Learning

This book provides educators with the background and procedures needed to conduct group investigation, a method for classroom instruction in which students work collaboratively in small groups to examine, experience, and understand their topic of study. Significantly different from traditional instruction, group investigation is designed to appeal to all facets of the students' abilities and experience relevant to the process of learning, not just to the cognitive and social domains. Chapter 1 of the book is a comprehensive exposition of the fundamental ideas on which group investigation is built. Chapters 2 and 3 suggest ways of developing cooperative discussion and planning skills that are essential for carrying out group investigation. Stages of this learning process are explained in chapter 4, and detailed examples of actual projects are presented in chapter 5 (written with Dina Shemer). Chapter 6 reviews research on the effectiveness of group investigation, and finally, chapter 7 provides the outlines of two series of training workshops for teachers who wish to learn the group investigation method. Contains 99 references. (TJQ)

ED 367 510

PS 022 245

Whisler, Jo Sue

Nurturing Adult-Youth Relationships in the Family and School.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Apr 92

NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 20-24, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Evaluative/Feasibility (142), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Academic Achievement; Elementary Secondary Education; \*High Risk Students; Intervention; Middle Schools; Models; Parent Role; Program Effectiveness; \*Self Actualization; Self Esteem; Social Development; Student Attitudes; Teacher Role

IDENTIFIERS- \*Adult Child Relationship; \*Student Empowerment

Noting that healthy adult-youth relationships are more critical today than in the past because of the complexity of the times and the diminished availability of parents and family networks of support, this paper focuses on those dimensions of the adult-youth relationship that foster healthy development and academic success in all youth, including those at risk. The importance



Cortez, Albert; And Others

A Research Study on the Projected Impact of the North American Free Trade Agreement (NAFTA) on Texas Public Schools.

SPONS. AGENCY- Texas Education Agency, Austin.

PUB DATE- 29 Sep 93

NOTE- 77p.; Some figures may reproduce poorly due to shaded backgrounds.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Strategies; Elementary Secondary

Education; \*Enrollment Projections; Identification;

\*Immigrants; \*Mexican American Education; \*Mexicans; Population

Trends; \*Public Schools; Transitional Programs

IDENTIFIERS- Immigration; \*North American Free Trade Agreement; Student Support Services; \*Texas

This report estimates the number of recent immigrant students that would enroll in Texas public schools as a result of the North American Free Trade Agreement (NAFTA), and recommends educational strategies to address the unique needs of recent immigrants. Research approaches included a review of existing research on immigration trends and immigrant education, analysis of selected Texas school district data, and focus-group discussions with school administrators. An estimation procedure based on Census Bureau and Immigration and Naturalization Service data and related California studies suggests that the annual growth of the Mexican immigrant population in Texas will increase by 7.5-14 percent with the implementation of NAFTA. This translates into 75,000-150,000 additional persons under age 20 during the first 5 years. Other findings are concerned with: (1) school district procedures for identification of recent immigrant pupils; (2) student placement in appropriate specialized programs with timely transition to mainstream programs; (3) monitoring of student progress and support services during transition to the regular program; (4) coordinated comprehensive support services for immigrant students, including health and social services; and (5) orientation strategies for immigrant parents and support for parent participation. This report contains 34 references, suggestions for program planning and strategies, school district questionnaire, focus-group questions, and an outline of school characteristics and educational strategies related to success for recent immigrant students. (SV)

ED 367 528

RC 019 529

Sherman, Arloc

Falling by the Wayside: Children in Rural America.

SPONS. AGENCY- Aspen Inst. for Humanistic Studies, New York.

N.Y.; Charles W. Revson Foundation, Inc., New York, NY.; Ford Foundation, New York, N.Y.

PUB DATE- 92

NOTE- 185p.; Some data tables contain small print.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Child Health; \*Children; Child Welfare; Day Care;

Early Childhood Education; Elementary Secondary Education;

Government Role; Health Services; Housing; Migrants; \*Poverty;

Rural Areas; \*Rural Economics; \*Rural Education; Rural Urban

**Administrative Careers Serving the Environment.**

PUB DATE- Aug 92

NOTE- 15p.; For related career guides, see SE 054 200 and SE 054 203.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Career Awareness; Career Choice; \*Employment Opportunities; Environmental Education; \*Environmental Research; Higher Education; \*Managerial Occupations; \*Occupational Information; Science Careers

IDENTIFIERS- \*Environmental Occupations; Environmental Protection; \*Environmental Protection Agency

This guide was developed by the Environmental Protection Agency (EPA) to provide individual with information about potential administrative careers with the agency. The brochure's introduction presents an overview of the EPA and its involvement in setting environmental standards, standards enforcement and monitoring, and future trends in environmental protection. Subsequent sections describe administrative careers in the EPA, give personal accounts of a day in the life of an EPA administrator, list selected job titles and duties, present EPA job requirements, and explain how to apply for vacancies at the EPA. A list of EPA human resources offices is provided. (MDH)

**Careers in Environmental Research.**

PUB DATE- Aug 92

NOTE- 15p.; For documents describing other careers with the Environmental Protection Agency, see SE 054 000-001.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Career Awareness; Career Choice; \*Employment Opportunities; Environmental Education; \*Environmental Research; Higher Education; \*Occupational Information; Science Careers

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This guide was developed by the Environmental Protection Agency (EPA) to provide individuals with information about potential careers in environmental research with the agency. The brochure's introduction presents an overview of the EPA and its involvement in setting environmental standards, standards enforcement and monitoring, and future trends in environmental protection. Subsequent sections describe careers in environmental research, list examples of specific research efforts, present EPA job requirements, and explain how to apply for vacancies at the EPA. Lists of EPA human resources offices and sources of environmental career information are provided. (MDH)

Syiva, Ron  
The Parameters of Art.  
PUB DATE- 88

NOTE- 16p.; Based on a paper presented at the Annual Meeting of the National Art Education Association (Los Angeles, CA, April 8-12, 1988).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Art; \*Art Education; \*Curriculum; Curriculum Evaluation; Elementary Secondary Education

This paper suggests that by thinking about a number of parameters in art and of the array that each parameter suggests, curriculum planners might select, organize, and relate particular experiences with greater assurance that the curriculum will provide adequate and representative ranges of art forms, and address their underlying modes of thinking in programs. The parameters should be applicable to all art experiences and to the four dimensions of engagement: (1) creating art; (2) responding to art; (3) historical inquiry; and (4) philosophical inquiry. The first operating principle for the parameters is that it should be possible to identify some primary characteristics of an art experience with an aspect of each parameter. The second operating principle is that the parameters and their aspects can provide some assurance that the fullest possible range of art experiences is provided. The parameters and their aspects are: (1) art area (fine, environmental, pragmatic); (2) medium (immediate, technological, conceptual); (3) mindset (spontaneity, precision, ingenuity); (3) dimensions (four, three, two); (4) process (manipulate, add, subtract, transform); (5) approach (juxtapose, realize, synthesize); (6) intention (interpretive, expressive, formalistic); (7) imagery (realistic, abstract, non-objective); and (8) subject (people, surroundings, ideas and emotions, art). Explanations of each parameter and its aspects are excluded. Perspectives provided by the dimensions are identified and discussed. For example, creating and responding are defined as the interchange between significance and form, hence responding to art is an equally creative act; while in the matter of response and historical inquiry, the response can be fuller if the context within which the piece was created is understood. (DK)

Sandell, Renee  
Women's Art in Art Education: Realms, Relevance and Resources, Introduction.

PUB DATE- Mar 91

NOTE- 11p.; Paper presented at the Annual Meeting of the National Art Education Association (Atlanta, GA, March 23, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Art; \*Art Education; Art History; \*Artists; \*Art Teachers; \*Consciousness Raising; Elementary Secondary

Khoi, Le Thanh

The Role of Education in the Cultural and Artistic Development of the Individual.

PUB DATE- Sep 92

NOTE- 10p.; Paper presented at the UNESCO International Conference on Education (43rd Session, Geneva, Switzerland, September 14-19, 1992). For related items, see ED 366 538-547 and SO 023 765-767.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Aesthetic Education; Art Appreciation; Creativity; Cultural Awareness; \*Cultural Education; \*Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; \*Individual Development; \*Interdisciplinary Approach; International Relations; Social Change; \*Technological Advancement

Cultural development is the development of knowledge, values, and attitudes bringing about the fulfillment of personalities and their creative capabilities. School in general stresses cognitive development and uses authoritarian methods to impose its view, thereby promoting imitation over initiative and critical thinking. School counterbalances the economic and technical tendencies of the dominant ideology and can promote international understanding and promote peace. Cultural development requires understanding of the past and present. Individuals should be aware of cultural contributions to their nations from other cultures. Such awareness can come through the study of all disciplines: literature, history, the arts, and so on. An interdisciplinary approach is necessary not only because it corresponds to the global character of modern life, but because the rapid pace of change requires teaching that brings about attitudes which are ready to adapt to change. Education should make students aware of the planetary interrelationships (economic, political, etc.). School should leave room for imagination and emotion, to foster the development of artistic and literary sensitivity and creativity. Only by moving away from an intellectualist approach will education give children the means to understand their society and epoch and to find their proper balance and create their own lives. (SG)

ED 367 586

SO 023 767

Eisner, E. W.

The Role of Education in the Cultural and Artistic Development of the Individual.

PUB DATE- Aug 92

NOTE- 10p.; Paper presented at the UNESCO International Conference on Education (43rd Session, Geneva, Switzerland, September 14-19, 1992). For related items, see ED 366 538-547 and SO 023 765-766.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Aesthetic Education; \*Art Appreciation; \*Cultural Education; \*Cultural Influences; Elementary Secondary Education; Higher Education; \*Individual Development; Self Actualization; \*Social Environment

Sia, Archie P.; Mosher, Darlean

Perception of Multicultural Concepts by Preservice Teachers in Two Institutions.

PUB DATE- 15 Feb 94

NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Beliefs; \*Cultural Awareness; Cultural Pluralism; Elementary Education; Higher Education; Knowledge Level; \*Multicultural Education; \*Preservice Teacher Education; Self Evaluation (Individuals); Social Bias; \*Student Attitudes; \*Teacher Role; Values

IDENTIFIERS- Diversity (Student); \*Preservice Teachers

This paper reviews research on preservice teachers' need for a multicultural education program, finding that preservice teachers who have not developed their awareness, knowledge, and skills for working with diverse populations will be inadequately prepared to meet the classrooms of a diverse society. A survey was conducted concerning students' perceived beliefs about their cultural sensitivity, biases/prejudices, and multicultural education. The respondents were 45 students from methods classes at California State University, Northridge, and Pacific Lutheran University; both groups of students had experienced multicultural concepts in various components of their educational program. Respondents indicated a high degree of cultural sensitivity in both pre- and post-administration of the survey. Respondents attributed their perception of being seldom biased/prejudiced on the belief that all people have value and worth as individuals; they viewed multicultural education as a vehicle to learn about, respect, and accept all cultures. They conceptualized multicultural education partly as a reformative and partly as an additive process. They perceived an effective multicultural teacher as one who recognizes the individualities of students and meets their unique/diverse needs. Four out of five respondents were concerned more with teacher control than student needs. (Contains 31 references.) (JDD)

ED 367 604

SP 035 020

Abel, Frederick J.; And Others

Serving Under-Represented Diverse Populations.

PUB DATE- 14 Feb 94

NOTE- 34p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Asian Americans; Black Students; College Programs; Cooperative Programs; Elementary Secondary Education; Higher Education; Hispanic Americans; \*Minority Groups; \*Outreach Programs; \*State Universities; Student Needs; Student Personnel Services; \*Student Recruitment; \*Teacher Education Programs

IDENTIFIERS- Central Washington University; \*Diversity (Student); Jacksonville State University AL; Montana State University;

Gerlach, Kent  
Stress in Children Bibliography.

PUB DATE- 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; \*Childhood Needs;  
\*Childrens Literature; Elementary Secondary Education; Fiction;  
Learning Activities; Mental Health; \*Parent Education; \*Stress  
Management; \*Stress Variables; Teaching Guides

This annotated bibliography concerns itself with issues that may contribute to childhood stress, provides resource materials for teachers and parents, and covers a wide variety of fiction and non-fiction for students (K-12). The publication's organization along with examples of the issues included follows: (1) adolescence issues (substance abuse, eating disorders, suicide, depression, sex); (2) children and loss (death, divorce, moving); (3) conflict resolution/problem solving (cooperation, peer pressure, peacemaking, decision making, living with parents); (4) differences (physical impairments, learning disabilities, bias, discrimination); (5) family issues (stepfamilies, family arguments, sibling rivalry, adoption); (6) feelings (fears, shyness, anger, loneliness, jealousy); (7) friendship skills (building interpersonal relationships, social skills strategies, fairness); (8) parent resources (single parenting, communicating with children, dealing with childhood stress); (9) self-esteem (enhancing self-concept, values, identity, success); (10) self protection/abuse (responding to danger, saying no, dealing with parental abuse); (11) study skills/school issues (using time wisely, homework, strategies for study); (12) substance abuse (alcoholism and the family, prevention); and (13) teaching ideas and interventions (establishing a positive classroom climate, teaching cooperation skills, living skills, stress management). (LL)

ED 367 623

SP 035 058

Robison, Van; Spangler, Tracy  
School Teachers' Knowledge of AIDS.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; \*Educational  
Needs; Elementary School Teachers; Elementary Secondary  
Education; Health Education; \*Knowledge Level; Secondary School  
Teachers; Surveys; \*Teacher Characteristics

IDENTIFIERS- Ohio; \*Teacher Knowledge

A survey was conducted of 100 elementary and secondary teachers in northwestern Ohio concerning their knowledge of acquired immunodeficiency syndrome (AIDS). Results indicated a lack of basic knowledge of AIDS among the majority of respondents, with a mean score of 14 out of 21 points (67 percent). Several of the most frequently missed questions dealt with the transmission of the human immunodeficiency virus. Data indicated no linear relationship between various teacher demographic characteristics (such as age, grade taught, gender, and school type) and knowledge of AIDS. The 19 teachers who

Stallworth, B. Joyce  
Vignettes from the Field: Stories from Four New Minority Teachers.  
PUB DATE- 92  
NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Alternative Teacher Certification; \*Beginning Teachers; Case Studies; Classroom Communication; Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; \*Minority Group Teachers; \*Personal Narratives; Secondary School Teachers; \*Teacher Student Relationship; Teaching (Occupation); \*Teaching Experience

IDENTIFIERS- \*Reflective Teaching; Vignettes

The four narratives presented in this paper represent the classroom triumphs and tribulations of four beginning minority teachers. The vignettes are part of a larger case study investigating the specific socialization experiences of these new teachers, graduates of the Peabody College (Tennessee) Internship/Induction Program, an alternative post-baccalaureate teacher preparation program. The first story, told by Kathy, a first grade teacher, describes a student who learned something about self-reliance; next, Hector, a junior high school science teacher, tells about an incident that should not have happened, and reflects on his own commitment to keeping students in school and responsible for their actions; the third story, told by Sonya, offers insights into her year-long struggle with a troubled teen who sought to maintain some modicum of control over his life through school behavior; and finally, Yvette details a young girl's move toward becoming a more confident, eager learner. The vignettes reflect each teacher's philosophy, values, and beliefs; depict examples of those things that are important to them; and provide food for personal reflection and frameworks for future direction. (LL)

ED 367 642

SP 035 084

Stevens, Susan A. R.; Wilkins, Linda C.  
Engineers: Designers--No Alibis.

PUB DATE- Jul 93

NOTE- 17p.; Paper presented at the National Biennial Conference of the Design in Education Council (Alice Springs, Northern Territory, Australia, July 5-7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Course Descriptions; \*Course Objectives; Course Organization; \*Engineering Education; Foreign Countries; Higher Education; \*Holistic Approach; \*Interpersonal Communication; Skill Development

IDENTIFIERS- Australia; \*Management Skills; Monash University (Australia); \*Problem Based Learning

Engineering is the science, art, and business of designing and getting things done; engineers are required to make things happen through interpersonal relationships. At Monash University (Australia), a new course, Management for Engineers, was set up in 1990 to encourage a more holistic approach to the process of engineering. The course included an examination of the context within which the end product is based. The

approach; provide a curriculum for teachers throughout the state to teach students about public libraries; and increase public library staffs' awareness of adult ESL patrons' needs and improve their access to library services and materials. The curriculum includes five instructional units: Libraries in the United States; Employees of the Library; Asking for Help at the Library; Resources, Programs, and Services at the Library; and Understanding Library Rules. It also includes "Tips for Teachers" on how to use the curriculum and how to familiarize themselves with their local libraries, and "Tips for Librarians" on effective communication with nonnative speakers of English. The curriculum was designed to be used with ESL students who function at student performance levels two through seven as delineated by the Mainstream English Language Training Project. (AB)

ED 367 194

FL 800 715

Cora, Marie T., Ed.; Wood, Nicole R., Ed.

Adult Academy Volunteer Manual.

PUB DATE- Sep 93

NOTE- 84p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Adult Basic Education; \*Adult Learning; \*English (Second Language); Instructional Materials; Learning Activities; Lesson Plans; Literacy Education; Reading Instruction; Student Evaluation; Teaching Methods; \*Tutoring; \*Volunteers

This handbook was written specifically for volunteer tutors but is appropriate for teachers, student interns, coordinators, and others working with Adult Basic Education (ABE) and English-as-a-Second-Language (ESL) adult learners. It presents an overview of adult and non-traditional education models, some principles of reading and writing, a "getting started" section, a section on lesson plans, descriptions of ABE and ESL literacy approaches and techniques, a learner evaluation section, and a section on activities and materials. (AB)

ED 367 195

FL 800 716

Lado, Ana

Ways in Which Spanish-Speaking Illiterates Differ from Literates in ESL Classrooms.

PUB DATE- Nov 90

NOTE- 28p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Ability Grouping; Adult Literacy; Classroom Environment; Classroom Research; Comparative Analysis; \*Cultural Differences; \*English (Second Language); \*Illiteracy; Interviews; \*Literacy; Second Language Instruction; Second Language Learning; Sociocultural Patterns; \*Spanish Speaking; \*Student Characteristics; Teacher Student Relationship

This article is an exploration of differences among adults studying beginning English as a Second Language (ESL). Data was obtained through interviews with 20 Washington, DC-area Spanish-speaking adults enrolled in beginning ESL classes who had a range of different literacy levels in their first language. The interviews included two phases, one focusing on sociological factors and the other on testing and teaching, and the



each institution includes a one or two paragraph description of the course and a longer description of course outcomes including how outcomes were measured and results of evaluation efforts. A side bar for each entry shows the institution site on an outline of the state where it is located, along with a caption giving the institution type and enrollment, and names, addresses, and telephone numbers of one or more contact persons. The entries are grouped by institution type and size. There are 8 two-year community colleges with enrollments of 750 to 56,000, 7 small colleges with enrollments of 500 to 5,000, 10 mid-sized colleges and universities with enrollments of 5,000 to 12,500, and 6 large universities with enrollments of 12,500 to 25,000. (JB)

ED 367 215

HE 027 174

Strommer, Diane W., Ed.

Portals of Entry: University Colleges and Undergraduate Divisions. The Freshman Year Experience. Monograph Series Number 12.

PUB DATE- 93

NOTE- 134p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Collected Works - General (020)

DESCRIPTORS- Academic Persistence; Black Colleges; Case Studies; College Curriculum; College Environment; \*College Freshmen; College Instruction; \*College Programs; College Role; Higher Education; Politics of Education; Program Design; School Counseling; School Holding Power; \*Student Adjustment; Student College Relationship; Student Development; \*Undergraduate Study; \*Universities

IDENTIFIERS- Ball State University IN; Butler University IN; Ohio State University; Ohio University; Pennsylvania State University; \*University Colleges; University of Rhode Island

This monograph offers seven case studies and supporting papers on university colleges and undergraduate divisions and their role in shaping the freshman college experience. An introductory section offers a preface, information on the authors and a first chapter "University Colleges Today" by Diane W. Strommer which examines the implications of an institutional unit for freshmen and reports on a survey of university colleges conducted during 1991 and 1992. Chapter 2, "An Historical Perspective (Ohio University)" by Samuel Croul, looks at how the University College at Ohio University has served students for nearly 60 years. Chapter 3, "The Retention of Students (Ball State University)" (Indiana) by Barbara Weaver, examines the evolution over the past decade of the University College specifically designed to retain students. Chapter 4, "Coherence through Coordinated Advising (The Pennsylvania State University)" by Eric White depicts an undergraduate division developed to provide coherence in a large, diverse, research university. Chapter 5, "Flexibility at a Comprehensive University (The Ohio State University)" by Thomas L. Minnick describes how this large university assists students in coping with the choices and changes at a multiversity. Chapter 6, "Valuing the First-Year Student (Butler University)" (Indiana) by Marilyn K. Spencer, describes how a university college functions within a relatively small, private university, particularly in the college's mission to manage a core curriculum. Chapter 7, "Constancy, Change, and Campus Politics (University of Rhode Island)" by Diane W. Strommer, discusses some of the political issues surrounding university colleges especially at the University of Rhode Island. Chapter 8,

Department of Miami University in Ohio are working together to collect market research data and formulate a market entry strategy for Roemerquelle, an Austrian mineral water product targeted for export to the American market. The project's four phases included: (1) the Roemerquelle managers explained their export strategies to Austrian faculty and students in an upper level market research class, and Austrian students developed data collection instruments for implementation in the United States; (2) American students critiqued the questionnaires, negotiated changes with the Austrian students, began to collect data, and translated open-ended responses into German; (3) Austrian students analyzed the questionnaires and published a report of findings; and (4) American and Austrian students will work together on competing intercultural teams to provide recommendations to the host company. (JDB)

ED 367 234

HE 027 200

Altbach, Philip G., Ed.; Johnstone, D. Bruce, Ed.

The Funding of Higher Education. International Perspectives.

Garland Studies in Higher Education, Vol. 1. Garland Reference Library of Social Science, Vol. 919.

SPONS. AGENCY- Carnegie Foundation for the Advancement of Teaching.

PUB DATE- Oct 93

NOTE- 316p.; Papers presented at the International Conference on Higher Education (6th, Washington, DC, August 21-23, 1992).

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010); Collected Works - Proceedings (021)

DESCRIPTORS- Case Studies; \*Educational Finance; Educational Trends; Essays; \*Financial Support; Foreign Countries; Higher Education; Income; \*Politics of Education; Postsecondary Education; \*Resource Allocation; School Business Relationship; School Funds; \*School Support

IDENTIFIERS- Africa; Australia; Canada; China; Czech Republic; East Germany; Netherlands; Slovakia

This book contains papers presented at a conference focused on the subject of funding for higher education and providing comparative perspectives on, and case studies of, educational financing from around the world. After an introduction by Ernest L. Boyer, the papers and their authors are as follows: "The Costs of Higher Education: Worldwide Issues and Trends for the 1990s" (D. Bruce Johnstone); "Optimizing Allocation Strategy" (William F. Massy and Michael C. Hulfactor); "University Strategies for the Third Stream of Income" (John Furstenbach); "The Future of Higher Education Financing" (George Psacharopoulos); "Sources of Revenue" (Ihsan Dogramaci); "Are University Funding Systems in Need of an Overhaul?" (Karel Tavernier); "Industry-University Research Collaboration: An Option for Generating Revenue" (Linda Parker); "Higher Education Funding in Open Door China" (Richard A. Hartnett); "Toward Understanding the Economics of African Higher Education" (Teshome G. Wagaw); "Allocating Budgets Using Performance Criteria" (Michael A. Brown and David M. Wolf); "Changing Patterns in the Funding of University Education and Research: The Case of the Netherlands" (Cornelius A. Hazeu and Peter A. Lourens); "Issues in Funding Higher Education in Eastern Europe: The Cases of the Czech Republic and Slovakia" (James E. Mauch and Daniel S. Fogel); "Problems of Funding the Transformation of Higher Education in East Germany" (Helmut de Rudder); "Higher Education Funding in Australia" (Brian G. Wilson); "Canadian Universities and the Politics of Funding" (Howard Buchbinder and P. Rajagopal); and "Constructing the

present legal issues. The papers are: (1) "Robust Unionism and Unions in Higher Education" by Arthur B. Shostak; (2) "Can Collective Bargaining Help Institutions During a Period of Constrained Resources?" by T. Edward Hollander; (3) "Is Unionization Compatible with Professionalism?" by David M. Rabban; (4) "Changes in the U.S. System of Industrial Relations: Its Impact on Collective Bargaining in Higher Education" by James P. Begin; (5) "Unions in a Battered Academy" by Irwin M. Polishook; (6) "The Impact of the Constitutionalization of Higher Education on Collective Bargaining: Individual Rights vs. Collective Action" by David M. Rosenbloom; (7) "Professional and Legal Limits to Academic Freedom" by Walter P. Metzger; (8) "Academic Freedom: Are There Permissive Parameters to Free Speech in the Academy?" by Timothy Healy; (9) "Peer Review and the Union: Hero or Hostage?" by Barbara A. Lee; (10) "When Collective Bargaining Fails: An Academic Perspective" by David Kuechle; (11) "When Collective Bargaining Fails: A Management Perspective" by Thomas M. Mannix; (12) "Collective Bargaining Is the Name of the Game" by David Newton; (13) "Dispute Resolution in Higher Education Collective Bargaining" by Norman G. Swenson; (14) "The Employee Health Care Cost Crisis" by Michael R. McGarvey; (15) "Seminal Legal Developments of the Past Twenty-Five Years Affecting Higher Education Collective Bargaining" by Ann M. Franke; (16) "Twenty-Five Years of Seminal Legal Developments in Higher Education Collective Bargaining" by Woodley B. Osborne; and (17) "Campus Bargaining and The Law: The Annual Update" by James Cowden. (JB)

ED 367 253

WE 027 220

Association of Physical Plant Administrators of Universities and Colleges: Proceedings of the Annual Meeting (76th, Reno, Nevada, July 16-19, 1989).

PUB DATE- 89

NOTE- 278p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*College Administration; Communications; Computer Oriented Programs; Educational Facilities; \*Educational Facilities Design; Educational Facilities Planning; Facility Improvement; \*Higher Education; Management Information Systems; Public Relations; School Maintenance; Staff Development; Supervisory Training; Utilities

IDENTIFIERS- Association of Physical Plant Administrators

This volume presents 30 conference papers: (1) "Empowering the Workforce to Improve Efficiency and Responsiveness" by Marilyn Lockhart and others; (2) "Teamwork: Leadership Not Pushership" by Polly Pinney; (3) "Training: A Continuing Process" by Thomas F. Vacha; (4) "Presupervisory Training: Less Talk, More Action" by Jim Davis and Paul Schneller; (5) "Performance Evaluations: A Positive Experience" by Katie Smothers; (6) "There is a Dual Purpose in Motivation" by George B. Wright; (7) "APPA Study-Custodial Staffing Guidelines" by Kirk Campbell and others; (8) "Managing Roofs: A Case History at Oregon State University" by Richard L. McBride and John L. Stephens; (9) "Single-Ply Roofs: Eight Years Later" by Dennis P. Cesari; (10) "Institutional Waste Management" by Edward C. Bogard; (11) "Managing at the Small College: Being Greater With Fewer" by Charles W. Jenkins; (12) "An Asbestos Abatement Project: Learning the Hard Way" by Ken C. Fay; (13) "Yes! We Do Windows: How to Select/Manage A Contract Maintenance Firm" by Edward L. Smith; (14) "Contracting for Trades Services" by Patrick J. Laylor; (15)

U.S. and foreign universities, language schools, and a wide variety of other organizations for summer and short-term study abroad programs. Entries are based on a 1993 survey. While most programs listed are available to undergraduates, many programs are also open to precollege students, graduate students, teachers, professionals, and other adults. Learning options presented range from lecture courses and intensive language immersion to internships, student teaching, field research, and voluntary service. Program entries are organized first by geographical region: Africa, South of the Sahara; Asia and Oceania; Eastern Europe; Western Europe; the Middle East and North Africa; and the Western Hemisphere. Each world region is subdivided alphabetically by country and then by city. Within each city section, program entries are alphabetized by name of sponsoring organization. In addition to specific country and city listings, there is a "Worldwide" section for programs that are active in more than one world region. Similarly, there are "More Than One Country" listings at the beginning of each regional section, and "More Than One City" listings at the front of each country. Data provided include: (1) costs and fees; (2) academic credit; (3) eligibility and academic level; (4) dates and duration; (5) languages of instruction; (6) housing; and (7) contact addresses, phone, and fax. (GLR)

ED 367 272

HE 027 246

Proceedings from the National Presidents' Invitational Forum on Outreach (LaJolla, California, February 28-March 2, 1993).

PUB DATE- 93

NOTE- 217p.; Sponsored by the National Extension Leadership Development Program. Photographs may not copy clearly.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Change Agents; Change Strategies; Decision Making;

\*Educational Change; Educational Environment; \*Governance;

Higher Education; Institutional Environment; \*Leadership;

\*Leadership Responsibility; \*Organizational Change; \*Social

Change; Strategic Planning

This proceedings report presents forum presentations, transcripts from question and answer sessions, and remarks made at the national presidents invitational forum on outreach which address the capacity of individual leaders at institutions of higher education to embrace fundamental shifts in beliefs and values about leaders, about the process of leading, about people, and about the outcomes for leadership that fit rapidly changing organizations in a rapidly changing world.

Presentations are organized into four phases of change: (1) awareness-analysis (the understanding that change has or is occurring and examining how it is to be met); (2) alternatives (providing leadership in evaluating and finding solutions); (3) decision-transition (the leadership needed during these critical phases of change); and (4) action (includes a sampling of model outreach programs). Presentations and their authors were as follows: "On Learning and Transformation" (Jerold Apps); "Challenge" (Bryce Jordan); "Perspective" (William Schreyer); "Competitiveness" (William Kolberg); "Health" (Roger Bulger); "Environment" (Dolores Spikes); "Washington, What Now?" (Charles McDowell); "Commitment" (Carol Cartwright); and "NELD and the Art of White Water Rafting" (C. Peter Magrath). A list of participants is provided. (GLR)

ED 367 273

HE 027 247

\*Student Reaction; Teacher Attitudes  
IDENTIFIERS- Empowerment; HyperCard; \*Learning Environments  
This doctoral dissertation reports on a study that investigated the hypermedia learning environment from the perspective of high school students learning about U.S. culture. Qualitative methods were used to determine student perceptions about learning with hypermedia tools. Data were collected from daily observations, interviews, student products, formal and informal discussions, and questionnaires. This daily, 5-month investigation produced data which were subsequently used to analyze student perceptions. The data were classified into a number of categories and the analysis was cross checked. The study concluded that there are a number of student perceptions that are supportive of the use of a hypermedia learning environment. Students indicated that the nature of hypermedia products promoted a feeling of empowerment. Students became experts on certain topics and shared their expertise. The freedom of choice and opportunity to be creative promoted considerable motivation. Hypermedia documents were viewed by students as much more public than traditional work. Producing a hypermedia document promoted understanding at a deeper level than using a traditional assignment. Teachers in this program concurred that learning was enhanced and all participants in the program indicated the use of a hypermedia learning environment to be advantageous. Copies of the questionnaires used are appended. (Contains 96 references.) (Author/TMK)

ED 367 293

IR 016 553

Bull, Glenn; And Others

"LinkWay" for Educators: An Introduction.

PUB DATE- 91

NOTE- 103p.; For related document, see IR 016 554.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- Computer Graphics; \*Computer Software; Databases; Elementary Secondary Education; Experiential Learning; \*Hypermedia; Programming; Tutorial Programs; Word Processing

IDENTIFIERS- \*LinkWay

This book is designed to provide a quick introduction to LinkWay (one of a new generation of hypermedia programs) for teachers who are familiar with other computer applications, but who may not have worked with hypermedia applications. The book serves as a tutorial that quickly introduces the basic elements of LinkWay, thereby making more extensive or detailed sources, such as the documentation that comes with the program, comprehensible. The book contains the following five chapters: (1) "Electronic Pages" covers starting the program, creating new folders, creating new pages, copying a page, and using predrawn clipart; (2) "LinkWay Buttons" includes opening a folder, creating an invisible button, editing your button, hypertext, and using a link button; (3) "LinkWay Fields" contains information on creating fields, entering text in fields, and pop-up text fields; (4) "Using Base Pages" covers topics such as creating base pages, LinkWay database, and using the address book; and (5) "LinkWay folders" includes topics on the story line, design elements, the order of pages, and instructional strategies. The appendix describes LinkWay tools, including the text editor, font/icon editor, and LinkWay Capture. (TMK)

ED 367 294

IR 016 554

language. The objectives for this study were that 70 percent of the target students should demonstrate the basic Logo turtle commands; construct geometrical shapes; solve problems through discovery; and write a simple program. The target group of second graders participated in a 12-week period to learn Logo through pre-lab activities; hands-on experience in the computer lab; and follow-up activities. All the program objectives were met with the target group improving dramatically in the specific areas. Included in the appendices are the curriculum essentials framework; the pre-study survey and questionnaire; and the phase exams for each step of the program. (Contains 11 references.) (Author/JLB)

ED 367 312

IR 016 587

Jordan, Sandra S.

Utilization of CNN Newsroom in School Classrooms.

PUB DATE- 94

NOTE- 90p.; Requirements for Specialist in Education in Library Media Technology degree, Georgia State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Cable Television; Current Events; Discussion (Teaching Technique); \*Educational Television; Elementary Secondary Education; \*News Media; Programming (Broadcast); Public Schools; Questionnaires; Social Studies; State Surveys; \*Television Curriculum

IDENTIFIERS- Cable News Network; \*CNN Newsroom; Georgia

This study was an educational assessment of the CNN (Cable News Network) Newsroom by enrolled users throughout the state of Georgia. CNN Newsroom is a 15-minute commercial-free newscast aimed at students in public school classrooms. Supplementing the newscasts are daily curriculum guides (available electronically) that outline questions and concepts for teacher-directed activities in the classroom. The purpose of this study was three-fold: (1) to determine demographic and logistical factors influencing use; (2) to determine teacher practices characterizing use; and (3) to obtain user ratings of the CNN Newsroom by enrolled users. A 22-question survey instrument was designed and sent to all 621 educators in Georgia who had enrolled in the free CNN Newsroom program. The majority of the users who responded: were from county school systems; work at the elementary level; teach a social studies curriculum; have 16-to-20 years experience; and hold a master's degree. Generally, the teachers spent five minutes or less introducing the segments and use the service occasionally rather than daily. The user questionnaire is included in the appendix. (Contains 17 references.) (Author/JLB)

ED 367 313

IR 016 589

Oliver, Donna B.

An Assessment of the Assistance Methods Used by Eighth-Grade Students in Learning To Search the Online Catalog.

PUB DATE- 94

NOTE- 61p.; Requirements for Specialist in Education in Library Media Technology degree, Georgia State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

a Likert style questionnaire and two open-ended questions was administered to a sample of 206 students in 3 public and 2 private schools in the Belmont County (Ohio) and Wheeling (West Virginia) areas. This data adds to a base of information which may guide improvement of services and provides a justification for continued or increased funding of library services in high schools. Included in the appendix are the list of schools surveyed and the student questionnaire. (Contains 16 references.) (JLB)

ED 367 334

IR 054 865

Field, Karen E.  
Law Librarianship: A Content Analysis of Positions Advertised in the "AALL Newsletter."

PUB DATE- Nov 93

NOTE- 37p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; Employment Opportunities; \*Employment Patterns; \*Employment Qualifications; Higher Education; \*Law Libraries; Law Schools; \*Librarians; Library Associations; Newsletters

IDENTIFIERS- American Association of Law Libraries; \*Job Announcements

This paper is a content analysis of 202 job advertisements located in the "American Association of Law Libraries Newsletter" (AALL Newsletter) between April 1992 and September 1993 for the purpose of determining what employers are looking for and informing individuals who wish to become law librarians about expectations in the field of law librarianship. This analysis uncovers the recent trends in law library employment qualifications. A vast majority of law library employers expect the candidate to possess at least an MLS (Master of Library Science) degree; most university or law school employers will require, or strongly prefer, both an MLS and a JD (Juris Doctor). This is important since over half of the jobs advertised in the "AALL Newsletter" during the study period are positions within university or law school libraries. Experience in a law library is highly preferred, particularly if the candidate possesses skills in computer-assisted legal research using databases with both legal (Westlaw and Lexis) and non-legal (Dialog) applications. The coding sheet is included in the appendix. (Contains 38 references.) (Author/JLB)

ED 367 335

IR 054 866

Fannin, Mary JoEllen  
Online Catalog Instruction and User Satisfaction at a Medium-Sized Ohio Public Library.

PUB DATE- Sep 93

NOTE- 36p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Information Literacy; Intermode Differences; \*Library Catalogs; Library Guides; \*Library Instruction; Library Services; \*Online Catalogs; \*Online Searching; \*Public Libraries; Questionnaires; Surveys; Teaching Methods; User Needs (Information); \*User Satisfaction (Information)

IDENTIFIERS- \*Beavercreek Community Library OH; Library Computer

along with a better understanding of which functions and features are most used. All of this data has been shared with product managers and developers for future software releases. Survey instruments are appended. (Contains 12 references.) (Author/TMK)

ED 367 356

IR 054 904

Qureshi, Azra  
Continuing Education of Health Sciences Librarians: A National Survey.

PUB DATE- Dec 90

NOTE- 39p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; \*Continuing Education; \*Librarians; \*Library Education; Library Surveys; \*Medical Libraries; National Surveys; Postsecondary Education; \*Professional Development; Questionnaires; Training Methods

This study examines continuing education and professional development of 210 health sciences librarians affiliated with 70 academic medical libraries in the United States, which has the most advanced system of education in librarianship in the world. Of the 102 respondents, the largest categories were library directors/administrators and public services librarians, of whom 56% possess the MLS (Master of Library Science) degree with formal courses in health sciences librarianship. Even though they are employed in a scientific field, 42% have a humanities undergraduate background; about 50% have a pure science or applied science background. Among difficulties described are learning the nomenclature of the field and a lack of subject background knowledge. An overwhelming majority (90%) indicate they acquired their specialized skills on the job. The most popular means of staff development is through personal coaching or training by other library personnel. Findings reveal that the Medical Library Association (MLA) and the National Library of Medicine's (NLM) continuing education courses are focused efforts in bettering health sciences librarianship in the United States. It is also indicated that the traditional master's degree is not perceived by librarians as adequate to prepare health sciences librarians for survival in the health information environment. Survey instrument and cover letter are appended. (Contains 51 references.) (Author/TMK)

ED 367 357

IR 054 905

Wolfe, Lynne  
Cooperative Programs between Schools and Public Libraries in Ohio.

PUB DATE- Dec 90

NOTE- 35p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication (Thought Transfer); \*Cooperative Programs; Elementary Secondary Education; Librarians; Library Materials; \*Library Services; Library Surveys; \*Public Libraries; Questionnaires; School Libraries; State Surveys  
IDENTIFIERS- Ohio

This study examines the implementation and subsequent results of cooperative programs between schools and public libraries. The



Jeschelnig, Virginia E.

Willoughby-Eastlake Public Library: A Preliminary Survey of Voter Attitudes.

PUB DATE- Aug 90

NOTE- 62p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Community Attitudes; \*Community Satisfaction; Community Surveys; Library Facilities; Library Services; \*Public Libraries; \*Public Opinion; Public Support; \*Taxes; Telephone Surveys; Voting

IDENTIFIERS- \*Library Funding; Ohio (Timberlake)

This study is the pilot project of a feasibility study to measure a community's receptiveness to a tax increase for public library capital improvements and to plan the marketing campaign to improve the likelihood of passage in Lake County, Ohio. This initial phase of the survey examined the pertinent profile of one community, the Village of Timberlake. This pilot study allows the development and refinement of the final survey instrument and offers some preliminary conclusions to be examined by the library administration and the board of trustees. The objectives of this survey are: to determine the voters' satisfaction with the existing buildings and facilities; to identify which services are of most importance to the voters; to examine the strengths and weaknesses of the library's public image; and to identify the areas of support and resistance concerning the tax referendum. A copy of the telephone survey instrument is appended. (Contains 18 references.) (JLB)

ED 367 380

IR 054 930

Grover, Mark L.; And Others

The Brigham Young University Foreign Language Collections: An Assessment.

PUB DATE- 93

NOTE- 73p.

LANGUAGE- english

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- College Libraries; Comparative Analysis; \*Foreign Language Books; \*Foreign Language Periodicals; Higher Education; Library Acquisition; \*Library Collection Development; \*Library Collections; \*Library Material Selection; \*Second Languages; Tables (Data)

IDENTIFIERS- Brigham Young University UT; Library Policy

The Foreign Studies Discussion Group of Harold B. Lee Library at Brigham Young University perceived the necessity for an evaluation of the foreign language collections in the library that would include an examination of collection acquisition policies, size, and processing and would provide descriptive and analytical data in order to support acquisition and processing decisions. The purpose of the study was not to justify foreign language acquisition, but rather to provide a description of the environment of the university, the collections, and usage of foreign language materials. Section 1 examines the present academic and international aspects of disciplines and the publishing world. A historical description of the development of the collection is provided in section 2. The next section examines the university climate within which

(CPCC), in North Carolina, to examine student opinions of services and factors influencing student satisfaction with the overall quality of CPCC. Questionnaires were distributed to 4,500 students in randomly selected classes in fall 1992, soliciting information on student characteristics, reasons for enrolling, and satisfaction with CPCC. Study findings, based on 2,375 completed questionnaires, included the following: (1) 24.1% of the students first entered CPCC from high school graduation and 29.6% from the workforce; (2) the two most important factors given by respondents for choosing CPCC were low tuition and desired academic program; (3) respondents showed the highest level of satisfaction with library facilities and services and the quality of full-time faculty; (4) industrial arts/shop facilities received the lowest ratings, although about 40% considered these facilities to be good or excellent; (5) registration and the bookstore were the most used services by respondents, and were ranked two and three in satisfaction of service; (6) while the attractiveness of the campus and overall image received the highest ratings of campus amenity factors, over 70% of respondents thought that parking facilities/availability and eating facilities were average or poor; and (7) an analysis of factors influencing student satisfaction indicated that the specific areas of admissions, classroom facilities, instructor availability, and the helpfulness of CPCC staff were directly and significantly related to ratings of overall quality. The survey instrument and a summary of student comments are appended. (BCY)

ED 367 398

JC 940 150

Bolge, Robert D.

A Comparison of Full-Time Faculty Members and Administrators with Respect to Their Perceived Impacts of Selected Societal Factors on Mercer County Community College.

PUB DATE- Mar 93

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Administrator Attitudes; College Planning; Community Colleges; Comparative Analysis; \*Environmental Influences; Females; Males; Models; Rating Scales; School Community Relationship; \*Social Influences; \*Teacher Attitudes; Two Year Colleges

IDENTIFIERS- Mercer County Community College NJ

A study was conducted at Mercer County Community College (MCCC), in New Jersey, to compare the perceptions of full-time faculty and administrators of the impact of selected societal factors on the college and provide MCCC with a theoretical basis for implementing its strategic planning model. A survey inventory of 34 societal factors was constructed, including such issues as funding in higher education, declining enrollments, technological change, and business needs, and distributed to 47 administrators and 90 full-time faculty at MCCC. The inventory asked respondents to rank each issue from not important to most important and to provide information on their gender, number of years at MCCC, and current rank or title. Study findings and recommendations included the following: (1) the total absolute percentage (TAP) difference between faculty and administrator perceptions exceeded 33.3% on 27 items using a 5-choice scale and on 31 items using a 3-choice scale; (2) the TAP difference between responses by males and females exceeded 33.3% for 10 items on both the 5-choice and the 3-choice scales, indicating

DESCRIPTORS- \*Attitude Change; Business Education; Classroom Environment; Cognitive Style; Community Colleges; Educational Innovation; \*Learner Controlled Instruction; Learning Resources Centers; Program Improvement; Student Behavior; Student Motivation; Student Needs; \*Student Responsibility; \*Student Role; \*Teacher Attitudes; \*Teacher Role; Two Year Colleges

In 1991, staff at the Business Resource Center (BRC) at Tacoma Community College, in Washington, began to reevaluate their approach to serving students. Up to that point, the BRC had been teacher centered, with staff operating under the assumptions that only the students who succeeded were actually "college material," that students would cheat if not monitored, that they would attend only if forced, and that self-paced students could not meet deadlines. The BRC sought to shift from teacher centered to student centered learning and envisioned an environment where students felt valued and respected, were motivated to be actively involved with their own learning, could learn from each other, and discover their unique learning style. The change in attitudes was reflected in the center's procedures. Students were encouraged to learn by creating their own tests and correcting their own work. A sense of community was established at the BRC with warm welcomes, shared lunches, and a relaxed work environment. Team testing was implemented to promote tutoring and group support. Finally, the center began to inform students of course objectives, guidelines, resources, standards, and consequences of their actions to help students take responsibility for their learning. Since the changes, the program completion rate has been around 72%, and the BRC continues to set new goals. Ten worksheets for establishing a student centered learning environment are attached. Contains a 19-item annotated bibliography. (KP)

ED 367 415

JC 940 186

Prager, Carolyn

Tech Prep/Associate Degree (TPAD) Academic Outcomes. ERIC Digest. SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DA/E- Mar 94

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (D71)

DESCRIPTORS- \*Articulation (Education); \*College School Cooperation; Community Colleges; Educational Mobility; \*Educational Needs; Institutional Cooperation; \*Integrated Curriculum; \*Liberal Arts; Outcomes of Education; Program Content; Program Development; Secondary Education; Two Year Colleges; Two Year College Students; \*Vocational Education

IDENTIFIERS- \*2 Plus 2 Tech Prep Associate Degrees; ERIC Digests

Tech prep was created to serve high school students in the two middle quartiles who neither prepare for further study nor gain adequate technical workplace skills by blending liberal and practical arts into a 2 2 secondary-postsecondary articulated curriculum leading to an associate degree. Tech prep is a cornerstone of the Carl B. Perkins Vocational and Technology Act Amendments of 1990, the first major federal initiative promoting comprehensive, sustained links between secondary and two-year college sectors. In addition, the American Association of Community and Junior Colleges (AACJC) has offered Tech Prep/Associate Degree (TPAD) Program Partnership Awards since 1990 to community colleges for the development of articulated curricula involving the colleges, local secondary schools, and

As college donations to community colleges from traditional sources such as government agencies and alumni have declined in the current economic climate, corporations have emerged as a significant source of potential revenue. The task of securing gifts from corporations usually falls to the college president, who must understand that: (1) corporations do not see any particular college as a high priority; (2) fund raising is very competitive; (3) corporations have strong preferences for charitable giving that enhances consumer loyalty and corporate image or affects community welfare; (4) charitable giving requires a series of necessary approvals; (5) the tax benefits from typical contributions may be quite small; (6) corporate donors are impressed with evidence of a college's fiduciary responsibility, and must be provided with documentation that a college is truly tax exempt and in good standing with state agencies; (7) promoting corporate giving requires patience and nurturing; (8) requests should be made through appropriate channels; (9) corporations often make gifts in response to employee initiative and interest; and (10) once a gift is made, the college must exercise good stewardship in its use. With these guidelines in mind, college presidents should first prime the target corporation by sending a speech, brochure, newspaper clipping, or some other statement of what the college does and follow up on contacts made at civic events. The president should develop a set of specific selling points about the college, but should also be able to answer any question a corporate contact might have about the college and alternative ways of giving. Community colleges' success in workforce training and economic development help make the best case for corporate giving. (ECC)

ED 367 432

JC 940 205

Jacobs, James

Vocational and General Education: New Relationship or Shotgun Marriage?

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Sep 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; \*Curriculum Development; \*General Education; Integrated Curriculum; \*Job Skills; Job Training; Labor Force Development; Liberal Arts; School Business Relationship; Technical Education; Technology Education; \*Thinking Skills; Two Year Colleges; \*Vocational Education

Trends in the workplace and legislative mandates have forced community colleges to consider how to integrate general education with vocational training successfully. The technological base of American industry has changed dramatically in the direction of greater complexity and interdependence, requiring workers to possess not only higher levels of basic skills but also new skills in critical thinking, problem solving, initiative, and collaboration. The following principles can guide the integration of general education and vocational training: (1) the critical thinking skills that come from the general education curriculum are central to the successful implementation of new technologies and the understanding of how technologies fit into production strategies; (2) instruction in basic skills is necessary if workers are to compute, deduce, and communicate answers to on-

Relationship; Friendship; Parent Attitudes; \*Parent Child Relationship; \*Parent Influence; Parent Role; \*Peer Influence; \*Peer Relationship; Social Development

This book surveys new developments in research on family-peer relations and discusses the impact of these developments on current knowledge and future research. The book's 14 chapters are: (1) "Themes and Theories: Perspectives on Processes in Family-Peer Relationships" (G. Ladd); (2) "Family and Peer Relationships in Historical Perspective" (P. Renshaw and R. Parker); (3) "Predicting Peer Competence and Peer Relationships in Childhood from Early Parent-Child Relationships" (J. Ellicker and others); (4) "Familial Contribution to Peer Competence among Young Children: The Role of Interactive and Affective Processes" (R. Parke and others); (5) "Links between Adolescents' Relationships with Their Parents and Peers: Models, Evidence, and Mechanisms" (C. Cooper and R. Cooper, Jr.); (6) "Beyond Parent-Child Relationships: Potential Links between Family Environments and Peer Relations" (B. Bryant and K. DeMorris); (7) "Societal Influences on Children's Peer Relationships" (M. Cochran and V. Davila); (8) "Parents' Management of Children's Peer Relations: Facilitating and Supervising Children's Activities in the Peer Culture" (G. Ladd and others); (9) "Parents' Regulation of Children's Peer Interactions: Direct Influences" (S. Lollis and others); (10) "Cross-Cultural Perspectives on Family-Peer Relations" (C. Edwards); (11) "Peer Relations in Children with a Depressed Caregiver" (C. Zahn-Waxler and others); (12) "An Organizational Perspective on Peer Relations in Maltreated Children" (D. Cicchetti and others); (13) "Family Economic Circumstances, Life Transitions, and Children's Peer Relations" (C. Patterson and others); and (14) "Epilogue: Remaining Issues and Future Trends in the Study of Family-Peer Relationships" (R. Parke). A reference list is included with each chapter. (MDM)

EN 367 451

PS 022 019

Perry, Theresa, Ed.; Fraser, James W.  
Freedom's Plow: Teaching in the Multicultural Classroom.  
PUB DATE- 93  
NOTE- 309p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Black Literature; Change Agents; \*Change Strategies; Childrens Literature; Cultural Awareness; Cultural Pluralism; \*Curriculum Enrichment; Democracy; \*Educational Change; \*Educational Improvement; Educational Policy; Elementary Secondary Education; \*Multicultural Education; Oriental Music; Puerto Rican Culture; Resource Materials; \*School Restructuring; Teachers

IDENTIFIERS- \*Educational Diversity; Multicultural Materials; Multiethnic Literature

Teachers are the central players in building a multiracial and multicultural democracy, and the schools where teachers work are one of the primary institutions where a new society is born. The 17 chapters in this volume provide resources for people seeking to build fully democratic schools and to make the schools agents of democracy in an increasingly diverse United States. The chapters are divided among four parts. Part 1, "Multicultural Education: An Issue at the Heart of Democratic Education," describes the intellectual framework and

ideas covered in chapter 2 include buying at secondhand stores and consignment shops, outlet shopping, taking advantage of seasonal clearances, home sewing, and catalog shopping. Chapter 3 offers money-saving tips for education in the early years, for college, and for parents. Advice on low-cost health care, dental care, and personal grooming is provided in chapter 4. Chapter 5 gives examples of inexpensive family entertainment such as indoor and outdoor activities, things to do in the community, family and neighborhood get-togethers, holiday activities, and family vacation ideas. Decorating and organizing children's rooms is discussed in chapter 6, along with low-cost playthings and handling the effects of peer pressure. Chapter 7 offers general money-saving tips for parents such as sharing children's toys and clothing, arranging parents' time-outs, organizing parent support groups, and working at home. The final chapter includes advice for saving on car maintenance, utilities, long-distance communication, and household cleaning products. Each chapter includes additional sources of information. (TJQ)

ED 367 470

PS 022 107

Zimmerman, Elaine

Parents as Leaders for Children and Policy.

PUB DATE- 30 Nov 93

NOTE- 9p.; Paper presented at the Child Care Conference (Washington, DC, November 30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Day Care; \*Early Childhood Education; Educational Policy; Government Role; Leadership Responsibility; Leadership Training; Parent Attitudes; \*Parent Education; \*Parent Participation; \*Parent Role; Parents as Teachers; Parent School Relationship; \*Public Policy; State Programs

To be truly effective, early childhood educational and day care policy must reflect the perceptions, views, and concerns of parents. Because parents are their children's primary teachers, there is a high correlation between parent involvement and their children's academic achievement, and a constituency of the family would make a significant difference in public policy. Early childhood education leaders need to: (1) listen to parents; (2) provide family supports for meetings; (3) use everyday language, not educational jargon; (4) link parent participation to real change and real power to policy; (5) talk to, not at, parents; (6) develop environments that value values; (7) offer skills building to parents, not just parent education; (8) develop new messengers, such as art and music, to reach parents; (9) take into account the value of the parents' religious beliefs; (10) use parent mentors; (11) allow for the psyche; (12) encourage fathers' involvement in the education of their children; (13) recognize that parents are more important than service providers; and (14) let parents define goals for action, skills development, and leadership. State policies should withhold funding to educational programs that do not include parent participation at some level, involve parents in leadership training, and design teacher education courses about parents. (NDM)

ED 367 471

PS 022 108

Garland, Anne Witte; And Others

lessons on creating intimacy in groups, primary care, small groups, and continuity of care; (2) "The Environment," which includes three lessons on planning and setting up the physical environment; (3) "Routines," which includes six lessons on the importance of greetings and departures, dressing and bathing, health and safety, record keeping, and recognizing child abuse; and (4) "Respectful Care," which contains three lessons on goals, observation of children, and self-motivated learning. An outline of the four accompanying videos for this module, and pricing and ordering information for all four PITS modules, are also included. (MDM)

ED 367 489

PS 022 148

Mettetal, Guendolyn

A Preliminary Report on the IUSB Parent Project: Infant Temperament and Bidirectional Influence in the Family.

PUB DATE- 19 May 91

NOTE- 23p.; Paper presented at the Annual Meeting of the International Network on Personal Relationships (May 19, 1991).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."

(150)

DESCRIPTORS- Case Studies; Child Development; Cognitive Development; Family Programs; Individual Differences; \*Infants; Longitudinal Studies; Nuclear Family; \*Parent Attitudes; \*Parent Child Relationship; \*Parent Education; \*Parent Role; \*Personality; Social Development

IDENTIFIERS- Indiana University South Bend

Children whose temperamental traits are significantly different from the average risk abuse or neglect from parents who do not recognize this "differentness" as legitimate expressions of individuality. This paper discusses how parents can learn to cope with "difficult" or temperamental infants, by explaining the work of the Indiana University South Bend (IUSB) Parent Project, an ongoing project designed to discover the most effective ways to educate parents about individual differences, specifically differences in temperament. Because a key dimension underlying a parent's perception of the child is that of demand (how much--or little--time, energy, and worry does this child demand?) a model of temperament was developed based on that demand. The "challenging" children are those on the extremes of the demand model--those called "easy" and those labelled "difficult". The Parent Project has followed 18 two-parent families since the birth of their first child, with trained parent educators visiting each family monthly to provide information on child development and observing the child's current development. When a child is rated by parents as extreme on a temperamental scale, parent educators respond by giving the parents a temperament information sheet. Families will participate in the study until the child is 3 years old, at which time the child will be evaluated in terms of social and cognitive development. Parents' satisfaction and confidence in their parenting role will also be assessed, and the children's performance will be compared to a control group. It is hypothesized that the children in this study will outperform the control group in both social and cognitive development. Three case studies are also reported which provide examples of "sensitive," "active," and "easy-going" temperaments. An appendix provides a list of temperament traits. (MDM)

ED 367 490

PS 022 162

of adult beliefs and expectations regarding the inner capabilities and health of each child and the importance of creating a climate of respect for the uniqueness of each individual are highlighted. Helping adults to listen, respect, and invite students' input and participation is also discussed as a key strategy for eliciting students' natural health and potential as is knowing and acting on the knowledge of this health and potential. The paper concludes with a summary of results of an intervention program aimed at high-risk middle school youth, their teachers, and their parents. The central feature of this intervention is a focus on quality adult-youth interactions and relationships in a transformed context, provided by the integration of the "Reciprocal Empowerment Model" of McCombs and Whisler and the "Health Realization Model" of Mills and his colleagues into an "empowerment philosophy." (Author/HTH)

ED 367 511

RC 019 348

Parsons, Cynthia

Removing Barriers: Service Learning in Rural Areas.

SPONS. AGENCY- Dewitt Wallace / Reader's Digest Fund,  
Pleasantville, N.Y.

PUB DATE- 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Community Services; Elementary Secondary Education; \*Experiential Learning; \*Rural Areas; \*School Community Relationship; \*Student Volunteers; Supervisory Methods; Time Management; Transportation

IDENTIFIERS- \*Service Learning; \*Youth Community Service  
Rural communities can successfully integrate service learning into academic subject areas. In service learning, students develop a deeper understanding of academic subjects while engaging in meaningful service to their school or greater community. Barriers to implementing service learning in rural areas include lack of time, transportation, student supervision, and teacher experience. Schools can begin by identifying and expanding voluntary community-service activities already being done by school-age children and youth. Instructional time is not wasted when projects involve skills such as typing or proofreading a mailing list for a service agency, monitoring the local water supply, or interviewing community residents. Innovative ways of finding transportation for students to engage in service activities are suggested. Experienced students and adult volunteers can serve as trainers and supervisors for new students entering a project. Teachers can be trained through courses in service learning or by mentors who supervise adult volunteers. Service learning in the school could involve peer tutoring, beautification projects, or light maintenance. All these activities integrate help to the community with academic skill building. (KS)

ED 367 512

RC 019 395

Sullivan, Michael; And Others

Rural Communities Communicating: The Emergence of Two-Way

Interactive Video in Southwestern, Rural, Small Schools.

PUB DATE- Oct 93



Differences; \*Welfare Services  
Economic, social, and health indicators show that as many as one-quarter of rural children face problems usually attributed only to inner cities. Rural children are poorer than other American children and are less likely to have access to health insurance, health services, child care, government aid, or adequate housing. This book provides abundant statistical data (in text and tables) on various aspects of poverty in rural America as it affects children. It contains the following chapters: (1) Rural Children and Families: Who They Are; (2) The Rural Economic Landscape; (3) Child Poverty in Rural America; (4) Public Cash and Food Assistance for the Rural Poor; (5) The Health of Rural Children; (6) Rural Child Care and Early Childhood Education; (7) Rural Education; and (8) Rural Housing. Each chapter highlights problems faced in rural areas and makes frequent comparisons with urban data. The chapter on education discusses higher costs and limited curricula of rural schools, teacher experience and turnover, achievement scores, dropouts, youth outmigration, educational attainment, and college enrollment. Most chapters contain specific suggestions for national, state, and local governments and private entities to improve the plight of rural children. Sidebars highlight successful programs benefitting poor rural children. The appendix contains 13 additional tables that provide key state facts about children and the issues covered. (KS)

ED 367 529

SE 052 891

Steen, Lynn Arthur; And Others

Challenges for College Mathematics: An Agenda for the Next Decade. Report of a Joint Task Force.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (ED), Washington, DC.

PUB DATE- 90

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*College Mathematics; \*Educational Change;

\*Educational Objectives; Educational Principles; \*Educational Trends; Futures (of Society); Higher Education; Liberal Arts;

\*Mathematics Education; \*Undergraduate Study

IDENTIFIERS- \*Educational Issues

This task force report is the Mathematical Association of America's response to the Association of American College's request to examine the issues that relate to the undergraduate program for mathematics majors. The first section of the report, concerning the present state of mathematics in liberal education, provides a historical perspective of college mathematics, discusses the common goals and diverse objectives of mathematics as an object of study and a tool for application, discusses the various tracks that mathematics majors can follow, emphasizes the breadth of mathematical background needed by mathematics majors, and examines effective programs in mathematics departments. The second section identifies and examines 13 challenges facing college mathematics: learning, teaching, technology use, foundational courses, connections among branches of mathematics, career variety, students' self-esteem, equal access by men and women, the communication of mathematical understanding, transitions between stages in mathematics education, opportunities for undergraduate research, attention to context in mathematical practice, and social support for students. The third section

Planet Patrol. An Environmental Unit on Solid Waste Solutions for Grades 4-6.

PUB DATE- 93

NOTE- 28p.; Wall chart not included in ERIC copy.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Class Activities; \*Environmental Education; Instructional Materials; Integrated Curriculum; Intermediate Grades; \*Recycling; \*Solid Wastes; Teaching Guides; \*Waste Disposal

IDENTIFIERS- Environmental Issues

This classroom unit was developed for use in grades 4-6 to help teach the concept of solid waste management. The teacher's guide provides an overview of the issue of solid waste disposal, a description of government, industry, and consumer roles in resolving the solid waste issue, and four lessons involving sanitary landfills, the reduction of garbage, recycling and composting, and utilizing solid waste incineration to produce energy. Separate support materials include an interactive wall chart, four student worksheets related to the four lesson topics, a crossword puzzle to assess students' knowledge of the solid waste issue, a take-home activity to encourage parent involvement, charts and graphs appropriate as overhead visuals, and a student evaluation card. (MDH)

ED 367 550

SE 054 235

Horosko, Millie M., Ed.

What a Waste! A Teacher's Resource for Integrating the Solid Waste Crisis into the Classroom.

PUB DATE- 92

NOTE- 109p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Art Education; Community Action; \*Conservation (Environment); Ecology; Elementary Education; Environmental Education; Family Involvement; Glass; Home Economics; \*Integrated Activities; Interdisciplinary Approach; Language Arts; Life Style; Mathematics Education; Natural Resources; Paper (Material); Plastics; Public Health; \*Recycling; School Activities; Science Education; Social Studies; \*Solid Wastes; \*Waste Disposal

IDENTIFIERS- Aluminum; \*Composting; \*Environmental Awareness; Environmental Issues; Landfills; Packaging

Although consumers are sensitive to purchasing products that are recyclable and biodegradable, which products are truly environmentally sound is not clear. This teacher guide contains activities to help educate students in grades 3-6 about choices they and their families make that may affect their future health and welfare. The lessons may be taught as a comprehensive unit or individually integrated into existing classroom programs. The book is divided into two sections. Lessons and activities in the first section are interdisciplinary and action-oriented. Topics treated in this section include the history of waste, the roots of the current waste problem in societies changing lifestyle, how waste affects the earth's natural resources, and the different methods of waste disposal. The lessons in the second section

Education; \*Females; Feminism; Higher Education  
IDENTIFIERS- \*Womens Art

This document consists of remarks introducing a collaborative panel on women's art and art education. By exploring the realms, relevance, and resources on women's art in art education, the panel hoped to address new and continuing issues, and to clarify continuing misunderstandings. The panelists shared the belief that only through consciousness raising can one be prompted to take necessary action for social change or vision building. Therefore, the session was designed to raise consciousness by sharing perspectives and approaches to increase the relevance of art as it is being redefined to include more kinds of people--women and others--in its production and appreciation. By linking these ideas to the curriculum, the art teacher's art forum, the panelists hoped to bridge the gap between issues in art and its disciplines, and issues in the classroom. This paper traces the history of the women's art movement as changing from a concern with finding great female artists to a recognition of the values, ideas, and traditions that have fostered a minimal presence, if not silence, of women's artistic voices, expressed or repressed through their visions. Recent books are discussed, and it is observed that art teachers create art history each time they select slides, choose textbooks, lecture to students, write papers, or jury art work. Teachers recreate art history in the minds of the children they teach and thus define what art is to children. Teachers are responsible for recognizing the power of art ideas and forms as well as the way those concepts are taught. (DK)

ED 367 569

SO 023 715

Music Basic Skills.

PUB DATE- 89

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Basic Skills; Curriculum Development; \*Educational Objectives; Elementary Secondary Education; \*Music Education; State Curriculum Guides

IDENTIFIERS- Kentucky

This document is a statement of the basic music skills that Kentucky students should develop. This skills list does not replace any locally developed curriculum. It is intended as a guide for local school districts in Kentucky in their development of a detailed K-12 curriculum. The skills presented are considered basic to a sound education program for all students. The goal of elementary and middle school education in the four arts disciplines of music, dance, drama, and visual arts, is the development of basic understanding and skills by every student. The goal of secondary education in the arts is the continuation of a sequential curriculum for those students who study the arts. The basic skills in music were developed in six main categories: (1) listening; (2) singing; (3) moving; (4) playing instruments; (5) reading; and (6) creating music. Under each of these categories, the individual skills were written with student capabilities or developmental level, and student activities or classroom continuum, as the organizing elements. The skills generally are stated in general terms so that the teacher may use any appropriate methodology or materials that best serve the needs or situation. The final goal is to develop an understanding of music. The conceptual

As "mind" is a cultural achievement, newborns enter the world without minds. Life experiences profoundly influence the mind. The social culture provides conditions for the growth of mind and the direction it takes. As informal education is inadequate to fill social needs or actualize children's potentialities, societies create schools. Since a school cannot teach everything, selection is inevitable. One basis for selection ought to be a range of cultural resources from different cultures. Educators should choose material on the basis of: (1) the excellence of the content; (2) the psychological readiness of the individual students; and (3) the diversity of the forms of representation. It is important to consider the "implicit curriculum," the underlying norms and structures that exist in the schools. A school that views students as raw materials to be processed to meet the needs of consumers is unlikely to promote the individual artistic development of those students. The good school ought to enable students to not only find their own aptitudes, but to learn how to pursue those aptitudes in ways that go beyond the common ideas and practices of the culture. (S6)

ED 367 587

SO 023 859

Arts Education Research Agenda for the Future.

SPONS. AGENCY- National Endowment for the Arts, Washington, D.C.;

Office of Educational Research and Improvement (ED),

Washington, DC.

PUB DATE- Feb 94

NOTE- 52p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Art Education; \*Curriculum Research; Dance;  
Elementary Secondary Education; \*Music; \*Research Design;  
\*Student Evaluation; Teacher Education; Teaching Methods;  
Theater Arts; \*Visual Arts

This document presents the arts education research agenda that emerged from a national conference on arts education. The conference was attended by key researchers in each of the arts education disciplines, arts educators, artists and artist teachers, representatives of arts institutions and organizations, and persons from groups and organizations that influence the priorities, development, and conduct of research efforts. The goals of the agenda are: (1) to focus the attention of arts educators, researchers, and the broader community on basic issues in arts education that can improve teaching and learning in the arts; (2) to identify what arts educators view as priorities, given limited resources; (3) to provide a conceptual framework and overall philosophy for inquiry in the field of arts education, as other disciplines are doing with their respective research agendas; and (4) to connect theory and practice, and to make research an agent of improvement in teaching and learning. The agenda was developed to articulate the many unanswered questions in three main areas of arts education: (1) curriculum and instruction; (2) assessment and evaluation; and (3) teacher education and preparation. The document consists of five parts plus notes, a bibliography, and an appendix of conference participants. The first section is an introduction of this field generated document, discussing trends in U.S. education that influence arts education. The second chapter on curriculum and instruction discusses what should be taught and how. The third chapter is on assessment, and the fourth on teacher education

Saginaw Valley State University MI; State University of New York Coll at Plattsburgh

This paper describes how five medium-sized state institutions with teacher education programs have begun to meet the needs of under-represented, diverse populations. Central Washington University in Ellensburg, Washington, with large Hispanic and Yakima Indian populations, is participating in collaborative programs to establish a professional development center that will offer undergraduate and graduate programs to prepare teachers and school administrators from under-represented populations and provide opportunities for placebound students to acquire teaching degrees. Jacksonville (Alabama) State University has long served Appalachian Whites and now also serves an urban and rural Black population; it operates the Center for Individualized Instruction, an academic support center providing developmental education services. Saginaw Valley State University in Michigan serves urban Blacks; it recruits a culturally diverse student population, makes scholarships available to minority students, and provides reimbursement funds for undergraduate students seeking bilingual education endorsement. Montana State University serves both the Crow and Northern Cheyenne nations and has implemented the Systemic Teacher Excellence Preparation Project to help Native American and other mathematics and science teachers. The State University of New York at Plattsburgh, which has small numbers of Blacks, Hispanics, Asians, and French-speaking Canadian-Americans, conducts an outreach program to increase the diversity of the student body. (JDB)

ED 367 605

SP 035 021

Sparapani, Ervin F.; And Others

Cooperative Learning: What Teachers Know about It and When They Use It.

PUB DATE- Feb 94

NOTE- 15p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accountability; \*Classroom Techniques; \*Cooperative Learning; Evaluation Methods; Group Behavior; Grouping (Instructional Purposes); Interviews; Observation; Secondary Education; \*Student Evaluation; Student Role; Teacher Background; \*Teaching Methods

The major purpose of the research reported here was to determine how teachers from middle school to high school levels acquired their understanding of cooperative learning, how they used it in the classroom, and how they kept students accountable for performance. Eleven teachers were interviewed and observed in five disciplines (language arts, mathematics, physical and health education, science, and Spanish). Teachers gained their knowledge of cooperative learning from coursework, peers, and professional organizations. Cooperative learning was primarily used for completing worksheets or textbook-type assignments, reviewing for tests, or reviewing homework. Typically, the teachers assigned students to groups to maintain a balance of abilities; they assigned roles to students and expected students to know their roles, but students often did not know what they were expected to do in their roles. Higher level thinking was observed often, but seldom seemed to be a primary

reported knowing someone with AIDS produced mean test scores similar to those who reported not knowing someone with AIDS. Community setting also seemed to have no influence on test scores. The study concludes that although more research is necessary, at the same time teachers need to be educated concerning AIDS. A copy of the survey questionnaire is appended. (JDD)

ED 367 624

SP 035 059

Healthy Children: The Key to Our Future. Recommendations for Quality School Health Education in Pennsylvania.

PUB DATE- 92

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Reports - General (140)

DESCRIPTORS- Change Strategies; \*Curriculum; Curriculum Development; Educational Change; \*Educational Objectives; \*Educational Policy; Educational Quality; Elementary Secondary Education; \*Health Education; Higher Education; \*Preservice Teacher Education; Program Development; \*School Community Programs; School Districts; State Programs; State Standards; Statewide Planning; Teacher Role; Teaching Methods

IDENTIFIERS- Comprehensive School Health Programs; Healthy People 2000; \*Pennsylvania

This report recommends a statewide plan of action to ensure that Pennsylvania schools provide quality school health education programs. It is the culmination of a process undertaken by the Quality School Health Education Project, initiated in response to the Year 2000 national health objective on school health education. The project identified critical problems and actions which would lead to improvements in school health education. These problems and actions are addressed within the following issue areas: health curriculum and instruction, school-community coalitions, teacher preparation, policy and resources, and key health education objectives. In each issue area, background information is provided along with objectives, change strategies, and a list of action groups. Appendices contain a list of the components of a comprehensive school health program; background information on the prevalence of health problems among Pennsylvania's young people; information on the effectiveness of school health education; a list of publications and organizations; and a list of project participants. (JDD)

ED 367 625

SP 035 060

Holm, Joyce; Lytwyn, Pat  
Nursing Services in Southwest Minnesota Schools (Results of a Survey).

PUB DATE- Apr 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Delivery Systems; Elementary Secondary Education; Health Promotion; \*Job Analysis; \*Job Performance; \*Role Perception; Rural Schools; \*School Health Services; \*School Nurses; School Personnel; School Surveys

techniques of problem based learning (PBL) were used to look at design as a problem solving activity for engineers. This report provides the outline for an engineering course that includes communication skills as a deliberate part of the design and places a strong emphasis on process and interaction. The style of the course delivery means, in practice, fewer lectures, more tutorials, and the use of cross cultural models to modify activities that would be appropriate for the group. Awareness of the specific culture and language of the engineering profession was given increasing attention throughout the course. Course orientation transfers the initiative from the lecturer to the student and immerses students in an environment that challenges them to think and to take responsibility for identifying and learning skills. (Contains 25 references.) (LL)

ED 367 643

SP 035 086

Kennedy, Rob  
Elementary Evaluation Content Needs from the Practitioners' Perspectives.

PUB DATE- Nov 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PCD1 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Course Content; Education Courses; \*Education Majors; Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; \*Relevance (Education); Required Courses; \*Student Attitudes; Surveys; \*Teacher Attitudes

IDENTIFIERS- \*Preservice Teachers; \*Tests and Measurement Courses

Historically, the study of measurement and evaluation has not been highly valued by elementary education majors. In fact, research suggests that only a minority of teachers show evidence of adequate preparation in these areas. To motivate students to have more interest in the subject, this study examined the contents of a tests and measurements course and its relevance to the needs of elementary school teachers. A survey instrument was developed and each of 42 students in the Spring 1992 class was required to contact 3 elementary school teachers to provide responses. These practitioners were asked to determine which information, from a provided list, was pertinent to the course's content. For content validity, information was taken from the course text Tuckman's "Testing for Teachers" second edition (1988). Students were promised that any content claimed to be unnecessary would be dropped from the class curriculum. The main body of this document provides the results of 123 responses to the survey instrument distributed by grade levels. Most of the teachers surveyed were from grades 1-5. Results indicate that the vast majority of subject matter included in the Tuckman text appears to be needed by practitioners; no additional content was suggested, and appropriate use of existing material was recommended. A copy of the Diagnostic and Evaluative Procedures in Education Survey is appended. (LL)

ED 367 644

SP 035 087

Ring, Tracey R.  
Self-Confidence and Critical Thinking Skills: Changes during the

students' differences were examined in terms of both sociology of language learning and classroom instruction. The discussion bridges theories in adult literacy and ESL literacy with examples drawn from classroom-based research. Literacy is seen not as an autonomous skill but part of a non-autonomous framework. Illiterates are identified as a distinct social group, and the ESL literacy classroom is shown to be a cross-cultural situation in which the teacher's literate view and usage of language contrasts with the illiterate student's oral ways of using language and of learning. It is concluded that general notions of the effectiveness of current ESL programs wrongly lead to notions of complacency about the success of ESL literacy. ESL classroom programs are mismatched to the needs of the lowest level illiterate immigrant. ESL literacy models are needed that reflect an understanding of the cross-cultural nature of an ESL literacy classroom and of the relationships between literate teachers and illiterate students. Results suggest that the illiteracy of adults from Spanish-speaking countries indicates a host of other sociocultural characteristics that affect their ESL attainment and integration into U.S. society. Contains 24 references. (Adjunct ERIC Clearinghouse on Literacy Education) (Author/LB)

ED 367 196

FL 800 717

Grant, Suzanne; Shank, Cathy  
Discovering and Responding to Learner Needs. Module for ESL Teacher Training. Revised.  
SPONS. AGENCY- Virginia State Dept. of Education, Richmond. Div. of Adult Education Services.

PUB DATE- Jan 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Educational Assessment; Educational Objectives;

\*English (Second Language); Evaluation Methods; \*Needs

Assessment; Questionnaires; Student Characteristics; \*Student

Evaluation; \*Student Needs; \*Teacher Education

As part of a competency-based education approach, a module for English-as-a-Second-Language (ESL) teacher training is presented that aims to increase the teacher's skills in involving learners in needs assessment (NA) and goal setting activities. A classroom NA is a survey of students designed to identify learners' educational needs and goals as well as skills already mastered. Three training objectives are identified, namely, to enable trainees: (1) to utilize a variety of needs assessment tools for different purposes; (2) to select appropriate tools for the level of the class and the purpose of the needs assessment; and (3) to analyze needs assessment results in order to determine the direction of the class as well as instructional needs. This module contains the following materials: a set of questions on background information; a form for analysis of needs assessment activity; information grids for initial assessment, pre-topic assessment, and mid-course/final evaluation; samples of the mind mapping technique; analysis and application of mind mapping results; a needs assessment tools chart; guidelines for selecting needs assessment tools; and a form for analysis of needs assessment activity. Contains 16 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)



"Supporting Students in the Historically Black University" (Alabama A&M University and others)" by Fran Johnson, addresses the role of the university college in the historically black university. Chapter 9, "The Differences Made: A Sampler and Data from Institutions with No Freshman College" and Chapter 10, "Issues for New University Colleges" both by Diane W. Strommer, draw conclusions about how university colleges make a difference. Appendixes contain the Association of Deans & Directors of University Colleges & Undergraduate Studies constitution, guidelines for oversubscribed or impacted programs, and sample mission statements and organization charts. (Contains 35 references.) (JB)

ED 367 216

HE 027 176

Smith, Terry B., Ed.

Gateways: Residential Colleges and the Freshman Year Experience.

The Freshman Year Experience. Monograph Series Number 14.

PUB DATE- 93

NOTE- 98p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*College Faculty; \*College Freshmen; \*Dormitories; Higher Education; \*Living Learning Centers; \*Resident Advisers; Residential Colleges; Student College Relationship; Teacher Student Relationship

IDENTIFIERS- Academic Community; University of North Carolina Greensboro

This monograph contains 14 papers on residential colleges and their role in successful freshman year experiences. Residential colleges are defined as colleges in which the faculty live among the students. The papers are as follows: (1)

"Introduction: Why a Monograph about First-Year Residential Colleges?" by Terry B. Smith; (2) "Residential Colleges: An Historical Context" by Mark B. Ryan; (3) "Us and Them" by Jim Hohenbary and others; (4) "Residential Colleges: Vestige or Model for Improving College Residence Halls?" by Derrell Hart and Terry B. Smith; (5) "Meeting the Needs of Today's Students: The Evolution of A Residential Academic Program" by Terri J. Macey; (6) "Student Life as Text: Discovering Connections, Creating Community" by Grant Cornwell and Richard Guarasci; (7) "Making Connections: The Mission of UNCG's (University of North Carolina Greensboro) Residential College" by Frances Arndt; (8) "Putting the College Back in the University" by Jerry A. Stark; (9) "Outgrow the Place... but Not the Faculty: Introducing Freshmen to Resident Faculty Communities" by Kristine E. Dillon; (10) "'You Save Our Academic Lives'" by Katie Dustin and Chris M. Murchison; (11) "Time Travel in British Higher Education: The Rediscovery of Colleges" by Frank Burnet; (12) "How To Know When It's Working" by Kristie DiGregorio and others; (13) "Amy's College" by Martin Nemko; (14) "Afterword: Three Quotes" by Terry B. Smith. Papers include references. (JB)

ED 367 217

HE 027 177

Undergraduate Education: Access and Preparation Reexamined. Item #5.

PUB DATE- 1 Mar 94

NOTE- 69p.; For the prior report, see ED 350 960.

"Post-Industrial University": Institutional Budgeting and University-Corporate Linkages" (Janice A. Newson). Contains an index. (GLR)

ED 367 235

HE 027 201

Tuition and Fees at Colorado Public Colleges and Universities, 1993-94.

PUB DATE- Dec 93

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- \*Administrative Policy; College Programs; Comparative Analysis; Educational Policy; Fees; Full Time Students; Higher Education; Public Colleges; \*State Colleges; \*State Surveys; State Universities; Statistical Data; Student Costs; \*Tuition; \*Undergraduate Study

IDENTIFIERS- \*Colorado

This report presents findings from the annual tuition and fee survey of public two- and four-year colleges and universities in the state of Colorado. It presents the survey findings in a comparative summary format. The report shows that all governing boards complied with all the policies set forth by the Colorado Commission on Higher Education. These policies include the following requirements: (1) that the average tuition rate for full-time student be between 25 percent and 30 percent of the cost of the academic program; (2) that the maximum percentage increase in resident undergraduate tuition at a campus be twice the rate of increase in the Higher Education Pricing Index; (3) that the semester tuition charges to part-time resident undergraduates not exceed the tuition charges for full-time resident undergraduate students; (4) that the percentage increase in tuition for full-time non-resident students who pay less than 100 percent of the cost of the academic program be at least equal to the percentage increase for full-time resident undergraduate students; (5) that no student fees be used to support academic facility construction; and (6) that all campuses annually review and approve all mandatory campus-wide fees. Appendices, comprising over 60 percent of the report, provide tables giving comparative statistical data by institution. (GLR)

ED 367 234

HE 027 202

Approved Postsecondary Degree and Certificate Programs in Colorado Public Colleges and Universities, 1993-94.

PUB DATE- Dec 93

NOTE- 117p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- Associate Degrees; Bachelors Degrees; College Programs; Comparative Analysis; \*Degrees (Academic); Doctoral Degrees; Higher Education; \*Intellectual Disciplines; Majors (Students); Masters Degrees; Postsecondary Education; \*Public Colleges; \*State Universities; Statistical Data

IDENTIFIERS- \*Colorado

This report provides information on all approved programs offered at Colorado's public postsecondary institutions as of December 31, 1993, including the 44 programs approved during the past year. There are currently 1,086 approved, operating degree

"Enhancing the Physical Plant Administrator's Image by Writing Technical Papers and News Articles" by John D. Rulfs and Sherry L. Rulfs; (16) "Unique Approaches to Marketing the Physical Plant Organization" by Robert W. Clawson; (17) "Forestalling Complaints in Physical Plant Administration" by Edwin B. Feldman; (18) "Deferred Maintenance and Self-Evaluation" by Henry L. Shelby; (19) "Predicting Maintenance Resources for New and Existing Facilities" by Robert Neathammer and Edgar S. Neely; (20) "Design Approaches to Special Challenges of Academic Facilities" by Robert B. Brandt and Leevi Kill; (21) "Construction Cost Management in the Public Sector" by Charles F. Dahill, and others; (22) "The Computer: A Work Load Management Tool that Works" by Kenneth G. Smith; (23) "Automating Plant Maintenance Pay Off: Myth or Reality" by Keith E. Burres; (24) "Integrated Information Systems for Facilities Management" by Lothar Herrman and Mohammad W. Gayoumi; (25) "An Automated Mapping and Facilities Management System" by Jim Baker and others; (26) "TRACKER: A Data Entry and Reporting System" by Lee V. McQueen; (27) "Evaluating Boiler Useful Life for Project Planning" by James R. Myers; (28) "Cooling Tower: The Neglected Orphan" by Robert Burger; (29) "Free Cooling: How and Why" by Michael J. Dwyer, Jr.; and (30) "Utilities Infrastructure Development at a Major Research University" by Brad Purinton and John R. Swistock. Some papers contain references. An appendix lists annual meeting speakers. (JB)

ED 367 254

HE 027 221

Association of Physical Plant Administrators of Universities and Colleges: Proceedings of the Annual Meeting (77th, Ottawa, Ontario, Canada, July 1-4, 1990).

PUB DATE- 4 Jul 90

NOTE- 332p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*College Administration; Communications;

Construction Management; \*Educational Facilities; Educational Facilities Design; Educational Facilities Planning; Emergency Programs; Environmental Standards; Facility Improvement; \*Higher Education; Job Performance; School Maintenance

IDENTIFIERS- Association of Physical Plant Administrators

This volume presents 27 conference papers: (1) "1985 Killing Waters Revisited: Physical Plant Emergency Preparedness" by Al Ingle; (2) "We Were Prepared: UC (University of California) Santa Cruz Experience in a 7.1 Earthquake" by F. Louis Fackler; (3) "Indoor Air Quality of Buildings and Schools" by Marilyn S. Black; (4) "Resolving Indoor Air Quality (IAQ) Problems in a New University Library" by Aidan E. Kiernan; (5) "Mechanical Service Containment Issues in Design of Biohazard Laboratories" by Dave Goswami and Michael R. Lorenz; (6) "Biting the Training Bullet: Why You Should and How" by Gary R. Kent; (7) "Building a Foundation for Excellence" by Aimee L. Hill; (8) "In-House Development of Custodial Supervisors: A Success Story" by Gregory D. Fichter; (9) "Thirty Ways to Improve Custodial Productivity" by Jon W. Fraker; (10) "Time Management" by Nina Crawley; (11) "Sexual Harassment: Problems and Solutions" by John D. Rulfs and Sherry L. Rulfs; (12) "Developing an Active Public Relations Strategy" by Frank J. Schmidt; (13) "A Community College Goes Shopping for Space" by Nicholas Cimino; (14) "Construction Management: The Owner's Perspective" by Douglas K. Ault and John Kreidich; (15) "Utilities Master Planing in the Campus Setting" by Edward C.

Machen, M. Marge

Selected Data on Academic Science and Engineering R&D

Expenditures: Fiscal Year 1992. Surveys of Science Resources Series.

PUB DATE- 94

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Black Colleges; Comparative Analysis; \*Engineering; \*Expenditures; \*Federal Aid; \*Financial Support; Graduate Study; Higher Education; Private Colleges; Public Colleges; \*Research and Development; Statistical Data; Trend Analysis; Undergraduate Study

This document presents 1992 statistical data on science and engineering expenditures for separately budgeted research and development (R&D) programs that were obtained from over 450 institutions of higher education, including all doctorate-granting institutions, all historically black colleges, and universities with any R&D expenditures. Trend data are presented in 16 data tables comprising over 90 percent of the report. Among the findings are the following: (1) total R&D expenditures increased by almost 7 percent, from \$17.6 billion in fiscal year (FY) 1991 to \$18.9 billion in FY 1992, compared with a national inflation rate of 3 percent; (2) R&D expenditures sponsored by the Federal Government increased by over 8 percent, and R&D spending from non-Federal sources increased by 5 percent; (3) the greatest percentage gain by non-federal source of funds over FY 1991, nearly 8 percent, was in industry-sponsored R&D expenditures; (4) seven of the eight major science and engineering fields outpaced the 3-percent inflation rate; and (6) expenditures from current funds for academic research equipment totaled just over \$1 billion in FY 1992. (GLR)

ED 367 274

HE 027 248

Miller, Margaret A.

The Purposes of Assessment Revisited.

PUB DATE- Nov 93

NOTE- 10p.; Paper presented at the Annual Meeting of the Virginia Assessment Group (7th, Richmond, VA, November 11-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Accountability; College Administration; \*Curriculum Development; \*Educational Improvement; \*Educational Quality; Evaluation Methods; Formative Evaluation; Higher Education; \*Program Evaluation; \*Self Evaluation (Groups); Student Evaluation

IDENTIFIERS- \*Virginia

This paper examines Virginia's campus-based assessment process in the areas of curriculum improvement, academic management, accountability, and reporting. While there is considerable variation among institutions, assessment has demonstrated a moderate to substantial impact on most campuses in the area of curriculum improvement. There is evidence that the process has resulted in the redesign or modification of major programs and a recent trend toward combining assessment with program review. There is a concern, however, that the assessment process used at the management level to make negative decisions (e.g., program elimination) may jeopardize the objectivity with which

Yoder, Sharon  
"Linkway" Scripting: An Introduction.  
PUB DATE- 93  
NOTE- 246p.; For related document, see IR 016 553.  
LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General  
(050)

DESCRIPTORS- Computer Assisted Instruction; Computer Graphics;  
\*Computer Software; Educational Environment; Experiential  
Learning; \*Hypermedia; \*Programming

IDENTIFIERS- \*Linkway

This book is intended for use by individuals who are comfortable with exploring new software and who want to learn LinkWay (one of a new generation of hypermedia programs) scripting. The book contains several chapters which are divided into three themes. The first part of the book is a review and starts with Chapter 0 providing a brief overview of LinkWay; the next two chapters provide simple material that is often covered in beginning books and workshops about LinkWay. The second theme includes chapters 3-20, and it centers on important but relatively easy-to-use ideas about LinkWay scripting and some of the tools that come with LinkWay. The final theme encompasses chapters 21-25 and focuses on the introduction of central ideas in programming and computer science: conditionals, looping, scope of variables, and parameter passing. A final chapter answers the question, "Where do I go from here?" A list of reference sources and an index to all important concepts and LinkWay commands or functions are included. Six appendices contain information on keyboard shortcuts, LinkWay commands, LinkWay functions, LinkWay operators, DOS extensions used by LinkWay, and using media with LinkWay. (TMK)

ED 367 295

IR 016 555

Watt, Daniel Lynn; Watt, Molly Lynn  
Logo Learning: Strategies for Assessing Content and Process.  
PUB DATE- 92  
NOTE- 71p.

LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Academic Achievement; \*Computer Assisted  
Instruction; Computer Graphics; Computer Science Education;  
Computer Software; Intermediate Grades; Junior High Schools;  
Learning Strategies; Mathematics; Problem Solving;  
\*Programming; Teaching Methods

IDENTIFIERS- Examples; \*LOGO Programing Language

This book is designed to help teachers maximize their students' learning of Logo. It investigates what students learn when they learn Logo, and how teachers know what they are learning. The book is intended primarily for teachers at the upper elementary and middle school levels. Each chapter is devoted to a critical aspect of Logo learning, and the chapters have subheadings that identify specific behaviors, skills, or concepts related to Logo learning. The chapters include: (1) Procedures and Subprocedures; (2) Procedures with Variables; (3) Mathematics of Turtle Geometry--Using 360 Degrees; (4) Mathematics of Turtle Geometry--Using Mathematical Thinking; (5) Strategies for Learning through Exploration; (6) Debugging Strategies; (7) Planning, Carrying Out, and Completing a Logo Project; (8) Managing Workspace and Files; (9) A Reflective teacher's

DESCRIPTORS- \*Cognitive Style; Grade 8; \*Information Literacy; Junior High Schools; Junior High School Students; Learning Resources Centers; Library Catalogs; Library Guides; \*Library Instruction; Library Skills; Media Specialists; Online Catalogs; \*Online Searching; Questionnaires; School Libraries; Secondary Education; \*Sex Differences; Student Reaction; User Needs (Information)

IDENTIFIERS- \*Information Skills; Student Surveys

In response to the changes in curriculum as a result of educational reform and the introduction of information technologies into school library media centers, media specialists need to ensure that all students acquire the skills needed to manage information. This study sought to determine what assistance methods eighth-grade students would use to learn to search the online catalog and to determine whether a relationship existed between the gender of the student and the assistance method the student preferred. The five assistance methods offered to the target population were: printed instructions; lessons from the media specialist; assistance from the media staff; assistance from the teacher; and help from another student. A questionnaire surveyed student preference for assistance methods used during a 5-day search period. The results showed that students used a variety of methods to perform searches but that assistance from another student and a demonstration from the media specialist were the methods preferred most; and females preferred extroverted methods while males preferred independent methods. These findings suggest that learners possess a variety of learning style preferences which the library media specialist should consider. The survey instrument and the online guide are included in the appendix. (Contains 18 references.) (Author/JLB)

ED 367 314

IR 016 592

Petrushin, V., Ed.; Dovgiallo, A., Ed.

Computer Technologies in Education. Proceedings of the International Conference on Computer Technologies in Education (Kiev, Ukraine, September 14-17, 1993).

PUB DATE- 93

NOTE- 217p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Artificial Intelligence; \*Computer Assisted Instruction; Computer Literacy; Computer Simulation; Distance Education; Educational Media; \*Educational Technology; Elementary Secondary Education; Foreign Countries; Higher Education; Hypermedia; \*Information Technology; Learning Processes; Models; Multimedia Instruction; Programming

IDENTIFIERS- Intelligent Tutoring Systems; Knowledge

Representation; Multimedia Materials; Ukraine; United States  
The conference reported in this document provides a meeting place for researchers from around the world, where the emphasis is on new ideas connected to computer technologies in education. This volume contains 140 extended abstracts selected by the program committee and organized into the following categories: (1) educational informational technologies (14 titles); (2) multimedia and hypermedia learning environments (24 titles); (3) distance learning (14 titles); (4) knowledge-based systems in education (23 titles); (5) intelligent tutoring systems and their components (19 titles); (6) student modelling (10 titles); (7) simulation environments and teaching science (15 titles); (8) teaching languages and humanities (7 titles); and (9) teaching programming (14 titles). The articles have been

# Systems

This study suggests that it is important to study library users' reaction to and satisfaction with the instruction given to them for use of the online public access catalog (OPAC). The objective of this study was to discover the types of instruction that users at the Beavercreek Community Library (Ohio) feel are most useful in learning the OPAC. Survey methodology was employed that included questions on OPAC use; methods of instruction used to learn the OPAC; opinions about the helpfulness of the different types of instruction; what was seen as the best type of instruction; and level of satisfaction with instruction provided. It was found that most of the respondents learned from on-screen instruction, followed in percentage by printed instruction, trial and error, staff instruction, and help from other users; and also that first time users rated staff instruction more highly than frequent users. The questionnaire used in the study is included in the appendix. (Contains 21 references.) (JLB)

ED 367 336

IR 054 867

Nichols, Mary Ellen

Patron Survey of User Satisfaction with Library Services:

Relationship between Librarian Behaviors during the Reference Interview and User Satisfaction.

PUB DATE- 15 Nov 93

NOTE- 59p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Evaluation Methods; \*Interviews; \*Librarian Attitudes; \*Librarians; Library Research; Library Services; \*Public Libraries; Questionnaires; \*Reference Services; \*User Satisfaction (Information)

IDENTIFIERS- \*Cuyahoga County Public Library OH; \*Librarian Evaluation; Reference Questions; \*Reference Transactions

This study examined whether user satisfaction with library services is affected by certain objective and subjective librarian behaviors exhibited during the reference interview. A patron survey was conducted during July 1993 in three branches of Cuyahoga County Public Library, located in northeastern Ohio. The sample was determined by the patrons who had used the reference services at the branch and chose to complete the survey. The survey included questions which measured the friendliness and the helpfulness of the reference librarian during the reference interview. The results substantiate the opinion that patrons rate library service highly when they are comfortable with librarian behaviors. Librarian friendliness and helpfulness seem to affect patron rating of library services. Patrons rate service as average when comfort level with the librarian was low or if the librarian appeared to be indifferent to the query. The survey instrument is included in the appendix. (Contains 77 references.) (Author/JLB)

ED 367 337

IR 054 868

Fronius, Sandra K.

Reading Interests of Young Adults in Medina County, Ohio.

PUB DATE- Oct 93

NOTE- 40p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

purpose of the survey was to identify cooperative activities which have taken place between Ohio's public libraries and schools and bring to light factors which have led to the success or failure of those cooperative ventures which have been attempted. The librarians' views of available resources, attempts at collaboration, and subsequent results of tested ideas have been assessed to provide a description of cooperative programs in Ohio communities. Certain correlations can be seen from the resulting data. The survey results support the theory that a library's available resources will have an effect upon the amount of cooperation that occurs with the schools. Also substantiated is the premise that communication with school personnel corresponds directly with the success of cooperative ventures. The cover letter and survey are appended. (Author/TMK)

ED 367 358

IR 054 906

Pearson, Sally

Currency and Usage Study of the Franklin Public Library.

PUB DATE- Sep 90

NOTE- 39p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Correlation; Graphs; Intellectual Disciplines; \*Library Circulation; Library Collection Development; \*Library Collections; Library Materials; Library Research; Library Standards; Nonfiction; \*Public Libraries; Tables (Data); User Needs (Information); Use Studies

IDENTIFIERS- \*Franklin Public Library OH; Ohio; Timeliness

The purpose of this research was to look at the currency of the collection of a small public library and to determine the relationship between the amount of usage of the collection and the currency of publications in the collection. A 10% systematic sample was taken of the circulating nonfiction adult shelf list of the Franklin Public Library (FPL) in Franklin, Ohio. Biographies were excluded. The objectives of the research are to determine if the FPL circulating adult nonfiction book collection is current and to determine the relationship that exists between currency and usage of the collection. Data revealed that FPL past collection development of nonfiction materials has succeeded in meeting the currency guidelines proposed in the "Standards for Public Library Service in Ohio." The relationship between currency and usage was analyzed graphically by comparing average circulation during a 5-year time period to the age of the titles collapsed into 5-year time intervals. Data analysis revealed that titles less than 15 years old in the science and social science subject areas showed increased usage over titles greater than 15 years old. Humanities titles showed a more even distribution of usage across all time intervals. (Contains 18 references.) (Author/TMK)

ED 367 359

IR 054 907

van der Heyde, Angela J.

An Evaluation of Online Business Databases.

PUB DATE- Nov 90

NOTE- 41p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Business; Database Design; \*Databases; Evaluation



the library is situated, and section 4 evaluates the collection policy statements with regard to foreign language materials and describes the processing of these materials from acquisition to cataloging. Section 5 is an evaluation of the library's holdings of foreign language materials in comparison with similar academic libraries. Finally, section 6 reports the findings of the study. (JLB)

ED 367 381

IR 054 931

McCabe, Gerard B.; McCabe, Rebecca M.  
The Coming Generation of Computer Proficient Students: What It May Mean for Libraries.

PUB DATE- Jan 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Academic Libraries; Access to Information; \*Computer Attitudes; \*Computer Literacy; Elementary Secondary Education; Futures (of Society); Higher Education; \*Information Literacy; \*Information Technology; \*Library Automation; Public Libraries; Student Attitudes; \*Technological Advancement; Users (Information)

IDENTIFIERS- \*Information Age

As elementary and secondary schools increase computer training for their students, computer literacy is advancing to a higher level of proficiency for these students. As they make use of academic and public libraries, students will expect high performance computer service and have challenging requirements of that service. Libraries must develop high level technology and complex software to be ready to serve these students/patrons as they come to the libraries in increasing numbers. Library concerns over student/patron reactions to advanced computer usage requirements can be laid aside, as complexity will be expected and welcomed by users. (Contains 15 references.) (JLB)

ED 367 382

JC 940 116

Heeren, John W.; Mason, Marylee  
Enhancing Faculty Development: The Impact of AB1725 on California's Community Colleges.

PUB DATE- 93

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; \*Educational Legislation; \*Educational Practices; \*Employee Attitudes; \*Faculty Development; \*Incentives; Program Effectiveness; Program Improvement; Staff Development; State Surveys; Two Year Colleges

IDENTIFIERS- Assembly Bill 1725 (California 1989); \*California Community Colleges

California Assembly Bill (AB) 1725 was passed to improve the operation of the state's community colleges with respect to finance, governance, affirmative action, employment policies, instructional technique, and accountability, providing a \$5 million fund for staff development. To assess the effects of AB 1725 on the quantity and quality of faculty development activities, a study was conducted in 1992 of the perceptions of those in charge of development at a random sample of 40

that gender was more influential than employee category in perceptions; and (3) based on the analysis it was recommended that college-wide projects begin with surveys of affected employees, that equal gender representation be sought in project committees, and that outside input be sought in any project process. Contains 56 references and the survey inventory. (BCY)

ED 367 399

JC 940 153

Kantor, Sherrie L., Ed.

A Practical Guide to Conducting Customized Work Force Training.  
New Directions for Community Colleges, Number 85.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 94

NOTE- 118p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information  
Analyses/State-of-the-art Materials - ERIC Information Analysis  
Products (071), Books (010)

DESCRIPTORS- Community Colleges; Cooperative Programs; Faculty  
Development; \*Job Training; \*Labor Force Development; Program  
Evaluation; Program Implementation; Retraining; School Business  
Relationship; Two Year Colleges; Two Year College Students;  
\*Vocational Education

IDENTIFIERS- \*Contract Training; \*Customized Training

Intended as a forum for the discussion of customized workforce  
training at community colleges, this book addresses the  
practical considerations, programs, and strategies that come  
into play when colleges engage in customized contract training  
for fully-employed learners. The 10 chapters are as follows:

(1) "Training for Customized Training: Learning To Teach the  
Fully Employed Learner in the Workplace," by Sherrie L. Kantor;  
(2) "The Evaluation of Customized Training," by James Jacobs  
and Debra Bragg; (3) "Contract Training: Avoiding the Rodney  
Dangerfield Syndrome by Practicing Good Internal Marketing," by  
Nancy Kothenbeutel and Conrad DeJardin; (4) "Using a Management  
Information System Effectively for Contract Education  
Programs," by Maureen H. Ramer and Mike Snowden; (5)  
"Recruitment Practices: A Community Partnership," by Julie  
Bender and Larry D. Carter; (6) "Beyond Work Force Literacy:  
The Hidden Opportunities of Environmental Literacy," by Bob  
Cumming; (7) "Training for Trade: A Partnership Strategy," by  
Jack M. Wisner; (8) "Environmental Workplace Assessment," by  
Jacques Bernier, Nancy Jackson, and David Moore; (9) "New  
Frontiers: Nontraditional Customized Training," by Cary A.  
Israel; and (10) "Sources and Information: Customized Training  
in the Community Colleges," by David Deckelbaum. (MAB)

ED 367 400

JC 940 154

Kiah, Carmon J.

A Model for Assessing Critical Thinking Skills.

PUB DATE- Nov 93

NOTE- 11p.; Paper presented at the Annual Student Assessment  
Conference of the Virginia Assessment Group and the State  
Council of Higher Education for Virginia (7th, Richmond, VA,  
November 11-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."

employers. The optimal high school tech prep academic portion of the curriculum contains two years of principles of technology and/or another applied science, two years of applied math, and a course in applied communication. Although tracking the program's success has been difficult due to the recency of its creation, TPAD seems to be a win-win alternative to the college prep/baccalaureate degree course of study because it improves student academic performance, high school graduation rates, and college attendance at the associate degree level. As an unanticipated outgrowth of TPAD, some 2 2 tracks have evolved beyond the associate degree into articulated 2 2 2 programs culminating in a baccalaureate degree. (NAB)

ED 367 416

JC 940 187

Roberts, W. Earl

Selection of a College Placement Instrument at Delaware Technical & Community College.

PUB DATE- Jan 94

NOTE- 139p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; \*Computer Assisted Testing; Cutting Scores; Multicampus Colleges; Participant Satisfaction; Pilot Projects; School Surveys; Student Attitudes; \*Student Placement; Test Reliability; \*Test Selection; \*Test Validity; Two Year Colleges

IDENTIFIERS- Delaware Technical and Community College

In 1989, a project was undertaken at Delaware Technical and Community College (DTCC) to review the appropriateness of the college's student placement instrument and test the use of a computerized alternative. A review of the literature and of available instruments resulted in the selection of the ACCUPLACER Computerized Placement Tests (CPT's). A pilot test was developed to determine if the CPT's were comparable to DTCC's current placement test and to verify the accuracy of departmentally recommended placement scores in reading, English, and mathematics. The test also sought to explore the uses and requirements of computerized systems and develop academic profiles of entering students. Following an initial test at one campus of DTCC, both the CPT's and the college's current placement instruments were administered to 692 students college-wide from October 1992 through June 1993. In addition, students completed questionnaires on their perceptions of the new CPT's. Results of the pilot test included the following: (1) the correlation between the CPT's and the current method was found to be highly significant, with the methods found to measure the same material between 44.66% and 53.64% of the time; (2) the recommended CPT's placement scores produced very similar placements of students as would have been obtained with the current method; (3) while the CPT's would result in higher costs than the traditional method, they were found to be very helpful in generating assessment data; and (4) students were generally pleased with the CPT's, with 75% stating a preference for that method. Background material on the placement tests and the student questionnaire are appended. (BCY)

ED 367 417

JC 940 188

Rock, Charles B.

Reinventing the Community College Catalog Using Hypertext for IBM.

PUB DATE- Oct 93

the-job problems; (3) the ability to learn, grow, change, and transfer skills is increasingly required in the workplace; (4) workers must be able to integrate basic skills with the shifts in workplace and market demands; (5) community college vocational faculty need to relearn and update their own knowledge and skills; and (6) workers need to expand their skills to include information gathering, analytical and critical thinking, and decision making. The result of integrating general and vocational education will be workers with higher skills, paid higher wages, and able to compete in the global economy. Community colleges are challenged to redesign their vocational programs, drawing upon their expertise in general education, to respond to the changing workplace needs. (ECC)

ED 367 433

JC 940 206

What Presidents Need To Know about the Impact of Networking.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Oct 93

NOTE- 3p.; Abstracted from Higher Education Information Resources Alliance Executive Strategies Report #3.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Colleges; \*Computer Networks; Coordination; Databases; Decentralization; Distance Education; Educational Technology; Electronic Classrooms; Higher Education; \*Information Networks; \*Instructional Innovation; Libraries; Multimedia Instruction; \*School Community Relationship; Student Centered Curriculum; Universities

Many colleges and universities are undergoing cultural changes as a result of extensive voice, data, and video networking. Local area networks link large portions of most campuses, and national networks have evolved from specialized services for researchers in computer-related disciplines to general utilities on many campuses. Campuswide systems bring together information on academic and administrative records, library data bases, calendars of events, job postings, and weather reports. The implications for higher education are enormous in the following areas: (1) instruction, where the impact is seen in advances in open classrooms, customized personalized learning, distance education, and intercollegiate collaboration; (2) library operations, which are affected by increasing percentages of library holdings in digital form and capacity for all the resources of the library to be brought together technologically; (3) distributed, networked administrative resources, from executive information systems to electronic transcripts and student charge-account systems; and (4) improved relations with both the external and internal community. The ubiquity of desktop computers and the proliferation of networks and useful networked information has changed not only the characters of institutions, but also the expectations of students, faculty, and staff. The single most important factor for the success of a networked campus environment is a consensus vision that is meaningful to the entire college community. (ECC)

ED 367 434

PS 021 323

theoretical context for reconstructing schools. Part 2, "The Practice of Multicultural Education: Doing the Work," presents the voices of teachers from different racial and ethnic backgrounds and their reflections on the possibilities, constraints, and dilemmas of multicultural education. Part 3, "Developing the Curriculum of Multicultural Education: Revisioning the Canon and Curriculum of the Schools," helps teachers enter new areas of study and adopt alternative perspectives on newly emerging, contemporary, and traditional disciplines, such as the perspectives that are expressed in Asian American, African American, and Puerto Rican literature. Part 4, "School Structures that Foster Multicultural Education: Shifting the Power, Shifting the Players," focuses on the power arrangements, perspectives, and personnel policies needed to change the basic structures of schooling so that, in the future, the voices of the traditionally excluded become central to the definition of quality education. Each chapter includes a bibliography. (SM)

ED 367 452

PS 022 021

Quality Standards for Early Childhood Care and Education Services  
Funded by the Colorado Department of Education. Working Document.

PUB DATE- Oct 92

NOTE- 149p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Classroom Environment; Curriculum Evaluation; Day Care; \*Early Childhood Education; Educational Quality; \*Evaluation Criteria; \*Evaluation Methods; Parent Teacher Cooperation; Personnel Evaluation; Program Evaluation; School Community Relationship; Self Evaluation (Groups); \*State Standards; Statewide Planning; Teacher Student Relationship

IDENTIFIERS- \*Colorado

This set of quality standards for Colorado's early child care and education programs is intended to help these programs move toward quality services for all young children. It includes self-evaluation checklists designed to help programs document the state standards they have achieved, the standards they are seeking to meet, and the resources needed to meet the standards in the following areas: (1) interactions among staff and children; (2) curriculum; (3) staff-parent interaction; (4) staff qualifications and development; (5) administration; (6) staffing; (7) physical environment; (8) health and safety; (9) nutrition and food services; and (10) evaluation. The goals and rationale are outlined for each of the 10 areas. Programs using the draft standards and checklists will provide feedback to the Colorado Department of Education, and the standards will be revised accordingly and adopted in final form. (SM)

ED 367 453

PS 022 022

Hendricks, Anne; And Others  
Competent Children: Influences of Early Childhood Experiences.  
Pilot Study Report.

PUB DATE- Jul 93

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*Competence; \*Day Care; Day Care Centers; \*Day Care Effects; Early Childhood Education;

The Way We Grow: Good-Sense Solutions for Protecting Our Families  
from Pesticides in Food.

PUB DATE- 93

NOTE- 92p.; Foreword by T. Berry Brazelton.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Agricultural Production; Agriculture; \*Child Health; Children; \*Family Health; Federal Regulation; \*Food; Food Standards; \*Pesticides; Safety

IDENTIFIERS- Agricultural Chemicals; \*Agricultural Policy; Agricultural Products; Food Processing; \*Food Production; Integrated Pest Management; Organic Farming; Sustainable Agriculture

This book, sponsored by a group called Mothers & Others for a Livable Planet, shows parents and others why they should care about the way food is grown in America, how the food production system needs to be changed, and ways to make it better for their families and communities. Chapter 1 details why the current food production system needs to be changed and discusses government pesticide regulations and farm policies. Chapter 2 relates how positive change is possible through developments in food production, such as the increased market in organically grown foods and interest in reducing pesticide use. Chapter 3 advises parents on protecting their families from potentially harmful pesticide residues in food. It also discusses sources of food grown with few or no pesticides, how to increase access to such food, and ways food can be more affordable to all families. Chapter 4 serves as a primer for organizing and advocating critical reforms in government policies. It outlines the Mothers & Others agenda for a new food system and provides postcards and sample letters directed to key government officials. A list of 15 publications and 41 organizations concerned with agriculture, pesticides, or food safety is included in this chapter. (TJQ)

ED 367 472

PS 022 112

A Framework for Action To Make Private Housing Lead-Safe: A  
Proposal To Focus National Attention.

SPONS. AGENCY- Department of Housing and Urban Development, Washington, D.C.; Environmental Protection Agency, Washington, D. C.

PUB DATE- Jun 93

NOTE- 56p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Health; \*Children; \*Compliance (Legal); Design Requirements; \*Environmental Standards; Government Role; \*Health Promotion; \*Housing; \*Lead Poisoning; Measurement; Prevention; Public Health

IDENTIFIERS- Housing Codes; Lead (Metal)

This framework sets forth detailed proposals that are crucial to eliminating the epidemic of childhood lead poisoning in the United States. Private housing units can and must be made lead-safe, and this framework is designed to achieve that goal

Orenstein, Fran  
Utilization of Teacher Workshops To Enhance Early Exposure to  
Gender Equity and Mathematics Education for Young Girls in  
Preschool Settings.

PUB DATE- 93

NOTE- 70p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Class Activities; \*Mathematics Education; Preschool  
Education; \*Preschool Teachers; \*Program Effectiveness;  
Questionnaires; \*Sex Bias; Sex Differences; Sex Fairness;  
\*Teacher Attitudes; \*Workshops

This practicum was designed to heighten preschool teachers' awareness of gender bias in the classroom and provide information on gender equity issues and the pursuit of the study of mathematics by girls. Its goal was to enable 20 preschool teachers in 3 preschool programs to increase their knowledge of gender equity and to use this knowledge in the classroom. Three workshops were presented to three separate groups of teachers that included experiential exercises on defining gender bias, making changes, and exclusion. Through pre- and post-tests and workshop evaluations, it was found that preschool teachers who participated changed their attitudes and demonstrated heightened awareness of gender-biased behavior in the classroom. Ten appendixes provide copies of teacher and counselor surveys, pre- and post-test questionnaires, workshop agendas and outlines, activity outlines, follow-up workshop outlines, and workshop evaluations. Contains 61 references. (MDM)

ED 367 491

PS 022 163

Child Care in Sweden. Fact Sheets on Sweden.

PUB DATE- May 92

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- After School Programs; \*Child Health; \*Day Care;  
Early Childhood Education; Family Day Care; \*Family Programs;  
\*Federal Aid; Federal Legislation; Foreign Countries;  
Government Role; \*Government School Relationship; Public  
Policy; Recreational Programs; Special Needs Students  
IDENTIFIERS- \*Sweden

This fact sheet outlines Sweden's policies of government-supported child care and parental insurance provisions. Swedish families receive: (1) free maternity and child health care; (2) child allowances for each child of 9,000 krona per year through age 16; (3) up to 450 days of paid parental leave for the birth of a child, with 360 days paid at 90 percent of the parent's normal pay rate, and (4) up to 60 days of paid leave per year to take care of a sick child. Child care in Sweden is considered a public responsibility, and is financed by the state, local municipalities, and parental fees. Parents sending their children to part-time preschools and part-time group care pay no fees, while day care centers, family day care centers, and leisure centers for school-age children receive partial state subsidies. Early childhood curriculum, staff training, and programs for special needs and immigrant children are also discussed. Tables provide statistical information about the

NOTE- 50p.; Paper presented at the Annual Meeting of the National Rural Education Association (Burlington, VT, October 12-18, 1993). Designed and developed by the Rural Services for School Improvement (RSSI) staff.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- Case Studies; \*Community Action; \*Distance Education; \*Electronic Classrooms; Higher Education; High Schools; Institutional Cooperation; \*Partnerships in Education; Program Implementation; \*Rural Schools; School Business Relationship; Small Schools; \*Telecommunications

IDENTIFIERS- \*Interactive Television; New Mexico; Oklahoma; Texas

In three southwestern states, grassroots movements of citizens, educators, and local businesses developed and implemented two-way interactive television projects in their schools and communities. A descriptive multiple case study design was used to examine six project sites in New Mexico, Texas, and Oklahoma. Research questions were categorized in a framework that may serve as a prototype for project replication; categories included the context of project development, concerns or needs that sparked the project, the shared vision, community and administrative support, planning and resource allocation, monitoring and problem solving, and barriers to implementation and ongoing support. Data sources included extensive interviews, classroom observation during site visits, and documents and records. Findings cover: (1) the specific characteristics of two-way interactive full-motion video that make it attractive and feasible for use with rural at-risk student populations; (2) the electronic classroom model; (3) fiber-optic technology; (4) cost categories; (5) details of the development of the most mature project, the Oklahoma Panhandle Shar-Ed Video Network; and (6) additional events unique to the other five projects. Other projects were the New Mexico Eastern Plains Interactive TV Cooperative, the TeleCOMMUNITY Network, North Texas Educational Network, East Texas Learning Interactive Network Consortium, and the Dell City Initiative. Guidelines are presented for implementation of similar projects. (SV)

ED 367 513

RC 019 477

Sears, Nedra C.; Medearis, Linda Lee Chapman  
Educating Teachers for Family Involvement with Young Native Americans.

SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.; Oklahoma State Regents for Higher Education, Oklahoma City.

PUB DATE- 93

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141)

DESCRIPTORS- American Indian Culture; \*American Indian Education; \*Cultural Education; Inservice Teacher Education; \*Material Development; \*Mathematics Materials; \*Parent Participation; Parents as Teachers; Parent School Relationship; \*Preschool Curriculum; Preschool Education; Preschool Teachers

IDENTIFIERS- Chickasaw (Tribe); Culturally Relevant Curriculum; Mathematics Readiness; Native Americans; \*Oklahoma; Project Head Start; Seminole (Tribe)

An Oklahoma program trained preschool teachers to interact with



focuses on five mechanisms for renewal in college mathematics: (1) dialogue; (2) assessment; (3) faculty development; (4) departmental review; and (5) graduate education. A summary enumerates principles related to goals and objectives, breadth and depth of mathematics study, learning and teaching, access and encouragement, using computers, doing mathematics, students, and renewal. (Contains 68 references.) (MDH)

ED 367 530

SE 053 752

Kneidel, Sally Stenhouse

Creepy Crawlies and the Scientific Method: Over 100 Hands-On Science Experiments for Children.

PUB DATE- 93

NOTE- 262p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Animal Behavior; Concept Formation; Elementary Education; Elementary School Science; \*Entomology; \*Laboratory Animals; \*Science Activities; Science Education; \*Science Experiments; Scientific Concepts; Scientific Methodology

IDENTIFIERS- Hands on Science

This book contains 114 experiments, mostly behavioral, with animals that are commonly found in nature. Each experiment is a five-step procedure: question, hypothesis, methods, result, and conclusion. Chapter 1 is devoted entirely to explaining these five steps, which together constitute the scientific method. The experiments are in the last part of every chapter while the beginning of each chapter describes the animals (mostly insects), how to find them, how to maintain them, and things you can do to encourage observation. Chapters relate to the following organisms: pill bugs, earthworms, crickets, millipedes, fungus, tadpoles, pond organisms, ant lions, spiders, praying mantises, fruitflies, aphids, ladybug beetles, and mealworms. (PR)

ED 367 531

SE 053 821

Arizona Essential Skills for Mathematics. Reformatted Edition.

PUB DATE- Sep 92

NOTE- 235p.; For earlier edition, see ED 325 364.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Algebra; Calculus; \*Curriculum Development; \*Educational Assessment; Educational Objectives; Elementary Secondary Education; Fractions; Geometry; Mathematical Applications; Mathematical Concepts; Mathematical Logic; \*Mathematics Curriculum; Mathematics Education; \*Mathematics Skills; Measurement; Numeracy; Probability; Problem Solving; \*State Standards; Statistics; \*Student Evaluation; Trigonometry

IDENTIFIERS- \*Arizona; Mathematical Communication; Mathematical Thinking; NCTM Curriculum and Evaluation Standards

This document ties the essential skills needed in mathematics to the National Council of Teachers of Mathematics' (NCTM) Curriculum and Evaluation Standards to help facilitate future curriculum development. The overall goal for the 21st century is to make mathematical power a reality for all students. The rationale for this document can be found in three goals: (1) to restructure mathematics curricula and teaching strategies to change mathematics from a static discipline to a dynamic

offer concrete solutions and strategies to reduce waste by composting, recycling, and reusing natural resources. Each lesson in the two sections contains the subjects into which the lesson can be integrated, time needed for the lesson, the lesson's focus, learning objectives, background information, materials needed, procedures to carry out the lesson, and ideas for extended learning. Reproducible student worksheets accompany the lessons. Appended information includes a glossary of 37 terms; a list of activity sources; a list of 13 recommended resources and 6 children's video recordings; and a description of a school recycling project. (MDH)

ED 367 551

SE 054 327

Becker, Wayne M.  
Plant Growth and Development: An Outline for a Unit Structured  
Around the Life Cycle of Rapid-Cycling Brassica Rapa.

PUB DATE- 91

NOTE- 81p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Biology; College Science; Higher Education; \*Plant  
Growth; Plant Propagation; \*Plants (Botany); Problem Sets;  
Science Activities; Science Education; \*Science Instruction;  
Science Materials; Units of Study

This outline is intended for use in a unit of 10-12 lectures on plant growth and development at the introductory undergraduate level as part of a course on organismal biology. The series of lecture outlines is structured around the life cycle of rapid-cycling Brassica rapa (RCBr). The unit begins with three introductory lectures on general plant biology entitled: (1) "What It Means to Be a Plant"; (2) "The Plant Life Cycle"; and (3) "Seeds and Seed Dormancy." Students plant RCBr seeds at the beginning of lecture 4 and observe their plants at each successive class period, as the lecturer discusses aspects of plant development in the context of the RCBr life cycle. The remaining lecture titles are: (4) "Seed Germination"; (5) "Utilization of Food Sources"; (6) "Environmental Effects on Plant Growth and Development"; (7) "Hormonal Integration of Plant Growth and Development"; (8) "Hormonal Mediation of External Signals: A Case Study"; (9) "Flowering and Alternation of Generations"; and (10) "Photoperiodism and Flowering." Lectures 7 and 10 can be split to create 12 lectures. Figures referenced throughout the document are found in Appendix A. Appendix B includes a question set to assist students in their study and understanding of the unit. Appendices C and D are intended to provide students with some perspective in their approach to the unit. A bibliography includes 9 references. (MDH)

ED 367 552

SO 023 499

Secondary Schools and European/International Education in Europe:  
Mobility, Curricula, and Examinations.

PUB DATE- May 90

NOTE- 33p.; Paper presented at the Conference of Educational  
Experts (Namur, Belgium, May 21-23, 1990).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021), Speeches,  
Conference Papers, "Papers Presented at..." (150), Reports -  
Descriptive (Program/Project Descriptions) (141)

structure of music is outlined under rhythmic organization (including beat, accent groupings, and pattern); melodic organization (tonal movement or melodic contour and tonal organization or scales); harmonic organization; formal organization; expressive organization; and stylistic organization. Basic skills are charted by grade level from kindergarten to grade 8. (DK)

ED 367 570

SO 023 719

Byrne, Eileen M.

Women in Science and Technology: The Institutional Ecology Approach. Volume I: Final Research Report.

PUB DATE- Dec 92

NOTE- 240p.; For volumes 2 and 3, see SO 023 720-721.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Females; Foreign Countries; Higher Education; Mathematics; \*Role Models; \*Science Careers; \*Sciences; Secondary Education; Social Science Research; \*Technical Education; \*Technology

IDENTIFIERS- Australia; \*Women in Science and Technology in Australia

This document is the final research report of the University of Queensland Women in Science and Technology in Australia (WISTA) project. The report is a policy review study conducted from 1985 to 1990, of the factors that act as critical filters or positive factors that hinder or help women's access to and progression in certain scientific and technological disciplines. The report draws on a major review of published research, specially collected statistical data, and group interviews with professors, deans, and school heads based on a set of discussion papers dealing with the 10 core factors that provided the central theoretical framework of the WISTA project as a whole. These factors are: (1) same sex role models as a positive influence for women; (2) mentors; (3) image of different branches of science and technology; (4) male and female attitudes toward women in "nontraditional" disciplines; (5) single sex versus coeducation; (6) prerequisites and curricular choice as critical filters; (7) math as a critical filter; (8) career education and guidance; (9) women's support networks; and (10) affirmative action intervention. These 10 factors in turn are related to 4 concepts of wider significance, namely: institutional ecology, critical mass, attribution of disciplines as male or female and the constructed style and content of scientific and technological disciplines. The findings and conclusions include such challenges to current received wisdom as: (1) that use of personal same sex role modeling is an ineffective and inappropriate policy mechanism; (2) that mentorship is an influential but still unacknowledged and underestimated policy mechanism in higher education; (3) that a major paradigm shift is needed from examining girls and women to examining the institutional ecology and the ecological niche of disciplines; (4) that single sex school education does not advantage the mainstream of girls in nontraditional science and technology; and (5) that mathematics remains a critical filter, but contains a further filter giving girls a different mathematics profile from boys at grades 11 and 12. (DK)

ED 367 571

SO 023 720

Byrne, Eileen M.

and preparation. The last chapter is on continued collaboration. (DK)

ED 367 588

SP 034 644

Smith, Charles W.

A Collaborative Agenda: Linking School and Teacher Education  
Renewal with Research through Professional Development Schools.

PUB DATE- Feb 94

NOTE- 17p.; Paper presented at the Annual Meeting of the  
Association of Teacher Educators (74th, Atlanta, GA, February  
12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*College School Cooperation; Educational Change;  
Educational Environment; Educational Research; Elementary  
Secondary Education; Faculty Development; Governance; Higher  
Education; \*Partnerships in Education; Preservice Teacher  
Education; \*Program Development; Program Implementation;  
Research Utilization; School Districts; \*School Restructuring;  
\*School Role; \*Teacher Education

IDENTIFIERS- Lubbock Independent School District TX;

\*Professional Development Schools; Texas Tech University  
Through professional development schools (PDSs), the College of  
Education at Texas Tech University has attempted to link school  
and teacher education renewal with research. In 1990, the  
university and Lubbock Independent School District initiated  
PDSs at a junior high school and an elementary school. Three  
additional PDS sites have been initiated since then, including  
a rural K-12 school. In addition to discussing steps involved  
in initiating the professional development school  
collaborative, this paper describes several specific PDS  
initiatives. Considerable emphasis has been placed on staff  
development, which focuses on building the capacity of  
university- and school-based faculty for educational renewal.  
Each partner in the collaborative actively participates in  
planning research and inquiry designed to test ideas,  
practices, and innovations. At each PDS, a functioning cadre  
exists to promote the reflective practice, inquiry, and  
research that are seen as central functions of the PDS. Both  
process and outcomes data are being collected from individual  
PDSs, and a description of collection procedures and a list of  
the research studies underway are included. The university's  
PDS-related research efforts are linked to other  
collaboratives: West Texas State University, Wayland Baptist  
University, Lubbock Christian University, two regional service  
centers, and multiple school districts in the Panhandle-south  
Plains of Texas. (Contains 16 references.) (J/H)

ED 367 589

SP 034 784

Buswinka, Helen F.

A Change in Practice: A Case Study of Teacher Thinking-In-Action.  
PUB DATE- Apr 93

NOTE- 43p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)

objective. Teachers held cooperative groups accountable for completing tasks together and submitting the group's assignment. Usually a combination of group and individual grades was assigned, or individual grades were assigned with some extrinsic reward for the group. The classroom observations indicated that the teachers were generally not very "risk taking" in their use of cooperative learning, but that they were successful in the strategies they used. A cooperative learning interview form and an observation form are appended. (JDB)

ED 367 606

SP 035 023

Hastings, Jan; And Others  
Learning through Assessment: A Project Approach.  
PUB DATE- 18 Feb 94

NOTE- 20p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Beginning Teachers; Elementary Secondary Education; \*Extended Teacher Education Programs; Higher Education; \*Integrated Curriculum; Interdisciplinary Approach; \*Internship Programs; Practicums; \*Preservice Teacher Education; Program Implementation; Student Evaluation; \*Student Projects; Student Teachers; Student Teaching; Teacher Certification; \*Teacher Education Curriculum; Teacher Education Programs

IDENTIFIERS- University of Southern Maine

This paper describes the teacher certification program offered at the Fryeburg site of the University of Southern Maine's Extended Teacher Education Program and how the spirit of inquiry that is fostered through a project approach affects the interns and the practicing teachers with whom they work. The program uses a project approach to organize the interns' experiences and offer a coordinated approach to the curriculum which helps interns to unify experiences more completely. The projects are assigned and assessed through a general methods class. The projects assigned are: a teaching platform; a comparative child study; collaboration with other interns on a thematic integrated unit; the artifact collection (videotapes of three planned lessons which are analyzed, and an action research report); a response journal; and a portfolio. Through these projects, the program models that: teachers are guided by students' progress; learning demonstrated through a project, not a paper and pencil test, may be longer lasting; student-selected work reveals things that required work does not; the product is important, and so is the process required to produce the product; and opportunities for students to unify their learning through a variety of modes is an effective strategy. Program materials are appended to the paper. (JDB)

ED 367 607

SP 035 026

Williams, Ellen; And Others  
Training Teachers To Plan Staff Development Programs for Rural Schools.  
PUB DATE- Feb 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994). Some pages contain light, broken type.

LANGUAGE- English

IDENTIFIERS- \*Minnesota

In an effort to gather and share accurate information about health services provided to children in school districts throughout 18 rural counties of southwest Minnesota, a survey was developed and mailed to 200 public health nursing directors, elementary school principals, and superintendents (122 were returned). Questions sought information about the intensity of nursing services, duties of school nurses, costs of service, time available to students, perceptions about future directions of school nursing services, and perceptions of priority responsibilities and critical duties of a school nurse. All 122 schools responding provided some level of school health services, with time spent by the school nurse varying from 3 to 150 minutes per student per year. The cost of nursing services varied by district, with the average being \$15.61. Nurses reported their priority responsibilities to be screenings and followup, maintenance of health records; referrals to other resources, health education, first aid and emergency care, and preventing and controlling communicable disease. Only 14 districts claimed special education financial reimbursement for health related services, although other districts are exploring or beginning to implement procedures for claiming such reimbursement. According to comments, more time is needed to train and supervise health aides, develop policy, provide health education, develop curriculum, increase contact with faculty and staff, become more involved with special education decisions, and increase home visits. A copy of the nursing services survey is appended. (LL)

ED 367 626

SP 035 061

Healthy Wyoming: Start with Youth Today. Results of the 1991 Wyoming Youth Risk Behavior and School Health Education Survey. SPONS. AGENCY- Centers for Disease Control (DHHS), Atlanta, GA.

Div. of Adolescent and School Health.

PUB DATE- Sep 91

NOTE- 63p.; Prepared for the Wyoming HIV/AIDS Education School Health Project.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143); Numerical/Quantitative Data (110)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Adolescents; At Risk Persons; Bicycling; Drinking; Drug Use; Eating Habits; Exercise; \*Health Education; \*Injuries; Motor Vehicles; \*Physical Health; Pregnancy; Restraints (Vehicle Safety); Safety; Secondary Education; Secondary School Students; \*Sexuality; State Surveys; Student Behavior; \*Substance Abuse; Suicide; Tobacco; Venereal Diseases

IDENTIFIERS- Comprehensive School Health Programs; Weapons; \*Wyoming

This report presents results of the 1991 Wyoming Youth Risk Behavior Survey (YRBS) and the 1991 Wyoming School Health Education Survey (SHES). Thirty-five schools participated in the YRBS, with 3,513 students in grades 9-12; 92 public schools with students in grades 7-12 participated in the SHES. Statistical data from the YRBS are provided in the following areas: (1) intentional and unintentional injuries (seat belt use, motorcycle and bicycle safety, motor vehicle safety, carrying of weapons, physical fighting, and suicide); (2) tobacco, alcohol, and other drug use; (3) sexual behaviors that result in Human Immunodeficiency Virus (HIV) infection, other sexually transmitted diseases, and unintended pregnancy; (4) dietary excesses and imbalances; and (5) physical inactivity.

Student Teaching Experience.  
PUB DATE- Nov 93  
NOTE- 7p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Attitude Change; \*Critical Thinking; Elementary Education; Higher Education; Preservice Teacher Education; Reading Instruction; \*Self Esteem; Self Evaluation (Individuals); \*Student Teachers; \*Student Teaching; Surveys; \*Teaching Experience; Thinking Skills  
IDENTIFIERS- Preservice Teachers

The study discussed in this paper examined changes which occurred during the student teaching experience of elementary education majors regarding their ability to teach selected critical thinking skills. Data were obtained from student teachers (N=45) immediately before and after their student teaching experience. Self-confidence was measured by scoring the Mississippi State University Survey of Confidence in Teaching Reading (SCTR) piloted exclusively for this investigation. The SCTR contained five clusters of reading skills typically taught by classroom teachers in elementary schools. A critical thinking skills cluster contained 13 items on which students were asked to rate their perceived confidence or ability to actually conduct selected assessment activities with children in classrooms. Findings indicated that following the student teaching experience subjects exhibited significantly more confidence in their ability to conduct reading activities that involved critical thinking skills. Consistent with the literature, this study concludes that a powerful impact derives from the student teaching experience. A summary of T-Test Comparisons between pre- and poststudent teachers on critical thinking skills is provided in tabular form. (LL)

ED 367 645 SP 035 088

Walker, Linda; Richardson, Gloria D.  
Changing Perceptions of Efficacy: From Student Teachers to First-Year Teachers.  
PUB DATE- Nov 93  
NOTE- 36p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Attitude Change; \*Beginning Teacher Induction; \*Beginning Teachers; Comparative Analysis; Elementary Secondary Education; Higher Education; \*Self Efficacy; Self Evaluation (Individuals); \*Student Teachers; \*Teacher Competencies; Teacher Improvement; Teaching Experience  
IDENTIFIERS- \*Mississippi Teacher Assessment Instruments

This study was conducted to examine changes in the self-perceived efficacy of teacher education majors who were surveyed first as student teachers in 1992 and again as first-year teachers in 1993. The instrument used was a survey of 30 items related to the Mississippi Teacher Assessment Instrument competencies and indicators. Thirteen of the original sample of 24 returned the second survey. Data analysis indicated significant differences

Weinstein-Shr, Gail

Growing Old in America: Learning English Literacy in the Later Years. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (Ed), Washington, DC.

PUB DATE- Dec 93

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- \*Adult Literacy; \*English (Second Language); \*Literacy Education; \*Older Adults; Program Descriptions; Teaching Methods

IDENTIFIERS- ERIC Digests

Since the end of World War II, the United States has provided haven for nearly two million refugees who were involuntarily displaced from their homelands. In addition, during the last several decades, over one million legal immigrants have also found their way into the United States. Although the proportion of elderly may be small among these newcomers, immigrants and refugees play an increasing role in the "graying of America," as uprooted adults age in their new homeland. This digest argues that it is both feasible and appropriate to provide language and literacy instruction for older immigrants and refugees and discusses the needs and resources of these older learners. Factors that influence language and literacy acquisition are discussed, and promising programs and practices for serving older adults are highlighted. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

Ed 367 198

FL 800 724

Berry, Eve; Williams, Molly

Teaching Strategies for Multilevel ESL Classes. Facilitator's Guide.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Office of Community Coll. Services.

PUB DATE- 92

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Class Activities; \*Classroom Techniques; Community Colleges; \*English (Second Language); Journal Writing; Language Teachers; Lesson Plans; \*Multilevel Classes (Second Language Instruction); \*Teaching Methods; Two Year Colleges

IDENTIFIERS- Clackamas Community College OR

A guide for teacher strategies in multilevel English-as-a-Second Language classes, developed at Clackamas Community College, Oregon, is presented. It contains the following materials: time schedule for a one-day workshop; facilitator's annotated agenda; five transparencies, including teaching objectives and sample lesson plans; various handouts, including an orientation activity ("Find Someone Who..."), a Spanish dictated cloze activity ("Ropa Nueva"), clothing flash cards, a song translation activity ("Que Llevas Puesto?"), a multilevel Spanish activity and line drill; and a mind map/evaluation activity. A participant packet includes background reading questions, lesson plans, a guide to independent learning activities, information on dialogue journals and information



LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Access to Education; Admission Criteria; \*Board of Education Policy; College Freshmen; \*College Preparation; College Students; Community Colleges; Enrollment; Higher Education; High Schools; High School Students; Minority Groups; Program Implementation; State Colleges; State Legislation; State Programs; \*State Standards; \*Undergraduate Study

IDENTIFIERS- \*Illinois

This report continues for a second-year analysis of progress made in implementing Illinois State Board of Higher Education policy on secondary education requirements for college admission and improving undergraduate education in Illinois. In particular this report examines the preparation of students for college and their achievement in their first year in college. The first section examines recent trends in high school completion in Illinois and in various standard measures of the preparation of high school students for college. The second section examines trends in freshman enrollment and achievement in Illinois. The final section draws conclusions and suggest issues for further study. The report concludes that students completing the required units of a subject in high school scored higher on national achievement tests and that more Illinois High School students are completing a core college-preparatory curriculum. The information presented is drawn from (1) the individual public university and community college undergraduate education review reports that were submitted in summer 1993, (2) the Board of Higher Education's Fall Enrollment Surveys, (3) the public universities' High School Feedback System, (4) state reports from the American College Testing program and the College Board, and (5) State Board of Education data systems. Some comparative national data are also provided. (JB)

ED 367 218

HE 027 178

Wise Choices for Tough Times: Innovative Resource Reallocation Strategies To Strengthen the University.

PUB DATE- 93

NOTE- 145p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Budgeting; Case Studies; Educational Administration; Educational Innovation; \*Financial Problems; Higher Education; Long Range Planning; \*Resource Allocation; \*Retrenchment; Strategic Planning

This publication presents case studies of 10 colleges and universities that developed creative approaches to resource allocation in order to confront the fiscal realities facing higher education. The case studies describe strategic review and planning efforts in times of fiscal austerity. They look at streamlining, but also explore permanent changes to the budget incentive systems to help faculty and staff looking for ways to streamline. Some address vertical rather than horizontal program cuts. Others consider refocusing mission in light of taxpayer revolts which altered where universities thought they were going. The studies describe an expanded commitment to serving their communities, and explore enrollment growth financing. The approaches described range from creative partnerships to programmatic changes in scale and scope to quality management projects, but they all have a common result: significant resource economies without diminution of quality or

programs in Colorado's public postsecondary system: 803 at four-year institutions and 283 at two-year colleges. Baccalaureate degrees comprise the largest number of degree programs (37 percent), followed by graduate (35 percent) and associate (28 percent) programs. The program areas with the greatest number of baccalaureate and post-baccalaureate programs are Engineering (98), Social Science (90), Physical Science (69), Education (66), and Life Science (61). Tables present the following data: (1) a summary of degrees offered by level, (2) a program matrix by degree level and discipline, (3) a program matrix by institutional type, (4) a list of the new approved programs, and (5) the types and levels of degrees offered in Colorado by degree level and type of funding. Appendices, comprising most of the report, lists the degrees offered by institution, by program names, and by delivery site (for the off-campus degree programs). (GLR)

ED 367 237

HE 027 203

State-Funded Student Financial Assistance, 1992-93. Legislative Report.

PUB DATE- 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Budgeting; \*College Students; \*Expenditures; \*Financial Aid Applicants; Financial Support; Grants; Higher Education; Minority Groups; Paying for College; \*Scholarships; \*State Aid; State Programs; Student Costs; \*Student Financial Aid; Student Loan Programs

IDENTIFIERS- \*Colorado

This report summarizes Colorado student aid program expenditures for 1992-93. The report reveals that: (1) the Colorado General Assembly provided \$37.2 million for Colorado student aid programs for the 1992-93 fiscal year; (2) the total number of state aid awards and the average award increased in 1992-93 to an average of \$908; (3) financial aid recipients with reported family incomes of less than \$25,000 comprised 69.8 percent of all financial aid recipients; (4) minority students comprised 26.0 percent of Colorado student aid recipients and received 27.6 percent of Colorado aid funds, an increase over 1991-92 when minorities comprised 24.2 percent of Colorado aid recipients and received 25.7 percent of state funds; (5) the percentage of state aid recipients attending college part-time increased in 1992-93; (6) most recipients (90.9 percent) were full-time students; (7) 97.7 percent of the recipients were Colorado residents; (8) 54.8 percent of the recipients were independent students; (9) most recipients (89.2 percent) attended publicly-supported schools; and (10) most recipients (55.3 percent) were female. An explanation of the various types of student financial aid offered in Colorado is also provided. These include: need based grants, merit based grants, Colorado work-study, diversity grants, required federal match grants, the Colorado nursing scholarship program, and categorical programs. (GLR)

ED 367 238

HE 027 204

Certificates and Degrees Conferred in Colorado Publicly-Supported Colleges and Universities FY 1982-83 through FY 1991-92.

PUB DATE- Jul 93

NOTE- 355p.

LANGUAGE- English

Knife; (16) "Site Planning and Management: An International Review" by Ted Dews and Sam Ragusa; (17) "The Design-Build Team: A Success Story" by Kenneth G. Smith and J. Richard Swistock; (18) "Special Considerations in Designing a Research Building" by Daniel Carl Johnson; (19) "Reviving a Troubled Construction Project" by S. Leonard DiDonato and William R. Loew; (20) "A Project Management Approach to Managing Work Control" by Roy C. Allen; (21) "New Maintenance Practices and Technology" by Adly Abdel Fattah; (22) "Thermal Energy Storage for the Large and Small Campus" by Glen L. Carver; (23) "Electrical Energy Management Through Lighting Retrofits" by Paul D. Black; (24) "Capital Renewal/Deferred Maintenance" by Frank J. Kuszpa, Jr.; (25) "The Decaying Australasian Campus: The Antipodean Time Bomb" by William J. Humble and Maurice R. Pawsey; (26) "The General Building Preservation Plan" by Pierre Fleurant; and (27) "Physical Plant Performance Evaluation Pulse Points" by Robert L. Allen. Some papers contain references. An appendix lists annual meeting speakers. (JB)

ED 367 255

HE 027 222

Association of Higher Education Facilities Officers: Proceedings of the Annual Meeting (79th, Indianapolis, Indiana, July 26-29, 1992).

PUB DATE- 29 Jul 92

NOTE- 253p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*College Administration; Communications; Construction Management; \*Educational Facilities; Educational Facilities Design; Educational Facilities Planning; Environmental Standards; \*Higher Education; Job Performance; Labor Force Development; School Maintenance

IDENTIFIERS- Association of Physical Plant Administrators

This volume presents 24 conference papers: (1) "Total Quality Management, or Nirvana--Are We There Yet?" by Gary L. Reynolds; (2) "Managing by the Seat of Your Pants: Vision, Innovation, and Creativity" by Roy M. Dalebozik; (3) "Understanding Cross-Cultural Issues in the Workplace" by Ann M. Jenkins; (4) "Drugs in the Workplace: An Ounce of Prevention" by Michael Gardner and Pat Bacon; (5) "Handling Layoffs With Compassion and Dignity" by Robert A. Getz; (6) "Managing the Facilities Portfolio" by Douglas W. Kincaid; (7) "Business Plan for Facilities Management Operations" by Jerry Black; (8) "Castles and Sheds: Facilities Management at a Czech University" by Jan Winkler; (9) "'Make/Buy' Competitive Procurement Programs" by William B. Middleton and others; (10) Downsizing Creatively: Doing More for Less" by Patrick J. Lawlor; (11) "The Classroom of the Future" by William Day; (12) "Master Planning Techniques for Success" by William R. Love, Jr.; (13) "Construction Management: The Owner's Perspective Revisited" by John Kreidich and Douglas K. Ault; (14) "Establishment and Application of a University Standards Policy" by Duane Day and Tim Lewis; (15) "Building a Base for Change" by J. R. Swistock and Michael P. Onder; (16) "Transportation Management at Cornell University" by William E. Wendt; (17) "Time for a (Landscape) Tuneup?" by David K. Scatterday and Cathy Walker; (18) "Thermal Energy Storage: A State-of-the-Art Approach to an Ancient Technology" by John E. Maley; (19) "Central Chilled Water Plant Expansions and the CFC Refrigerant Issue" by Johns S. Andrepoint; (20) "Are You Prepared for the Race with EPA (Environmental Protection Agency)?" by James O. Roberts; (21) "Impact of the Clean Air Act on Campus Refrigeration and Air Conditioning" by Martin D.

faculty approach the task. The assessment process, it is argued, must not only address institutional accountability in terms of efficiency but must also contain indicators that reveal improvements in the quality of the outcomes of that education. Only with this double approach can higher education institutions convince the general public of the value of their investment in higher education. Finally, a recommendation is made for changing the assessment process so that assessment reporting would first involve the submission of an assessment activity summary for review, followed by a presentation by appropriate institutional officers during which reactions to the assessment would be given, follow-up information requested, and advice given for program improvement. (GLR)

ED 367 275

HE 027 249

Smith, Edward D.

General Education Assessment: Grappling with Godzilla.

PUB DATE- Nov 93

NOTE- 23p.; Paper presented at the Annual Meeting of the Virginia Assessment Group (7th, Richmond, VA, November 11-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Curriculum Development; \*Educational Improvement; \*Educational Quality; Evaluation Methods; \*Formative Evaluation; \*General Education; Higher Education; Program Evaluation; \*Self Evaluation (Groups); Student Evaluation

IDENTIFIERS- \*Longwood College VA; Virginia

This paper describes a higher education assessment process of the general education program at Longwood College, Virginia. A list of the attributes of a good general education program is presented. This is followed by a description of Longwood College's assessment methodology starting with the development of a list of goals that were considered as defining general education. Finally, an explanation of the curriculum-embedded assessment program used in developing a new General Education Course Survey is briefly reviewed ending with a description of how the process has benefitted the school and faculty in reaching its general education goals. The appendix, comprising nearly the entire paper, contains: (1) lists of the general education goals and general education criteria at Longwood College, (2) a copy of the school's Course Criteria Survey, (3) various charts and graphs resulting from the assessment process, and (4) a list of the assessment-driven changes related to general education at Longwood. (GLR)

ED 367 276

HE 027 250

Ashworth, Allan; Harvey, Roger

Assessing Quality in Further and Higher Education. Higher Education Policy Series 24.

PUB DATE- 94

NOTE- 183p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Adult Education; Colleges; Curriculum Development; Educational Improvement; \*Educational Quality; \*Evaluation Methods; Foreign Countries; \*Formative Evaluation; \*Higher Education; Instructional Improvement; Performance; \*Quality

Interventions with a Tentative Learner of Logo--A Case Study; and (10) When Teacher and Student are Stumped. The critical aspect discussed in each chapter is illustrated by many examples of Logo work by students in Grades 4-8. The appendix provides a Critical Aspects Checklist and Notepage. (Contains 72 references.) (TMK)

ED 367 296

IR 016 556

Moursund, Dave; Yoder, Sharon

Problem Solving and Communication in a "HyperCard" Environment.

PUB DATE- 93

NOTE- 167p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- \*Communication (Thought Transfer); \*Computer Assisted Instruction; Computer Software; Educational Environment; Experiential Learning; Feedback; Higher Education; \*Hypermedia; Journal Writing; Learning Activities; Multimedia Instruction; \*Problem Solving; Programming; Teacher Education IDENTIFIERS- Apple Macintosh; \*HyperCard; Learning Environments

This book provides an introduction to HyperCard, with the main focus being on communication and problem solving. The book covers most of the main features of HyperCard and includes a very brief introduction to HyperTalk. This book is specifically for people who want to move toward higher levels of HyperCard knowledge and skills. It is designed for use in a short course or workshop on communication and problem solving in a HyperCard environment; additional uses are as a supplementary text that emphasizes communication and problem solving within an extensive course on HyperCard and as a text in inservice and preservice teacher education settings. The book contains activities to help guide individuals through the process of journal writing, using the computer, and obtaining feedback. The book is composed of 11 chapters with appendices on keyboard shortcuts, visual effects, and research on problem solving. The chapters are as follows: (1) Introduction and Overview; (2) What is Problem Solving? (3) Getting Started in HyperCard; (4) Making Cards and Stacks; (5) Paint Tools; (6) Buttons; (7) Fields; (8) Backgrounds; (9) Stack Design Issues; (10) Scripting Beeps and Music; and (11) What Else is There in HyperCard? (Contains 25 references.) (TMK)

ED 367 297

IR 016 557

Moursund, David

Problem-Solving Models for Computer Literacy: Getting Smarter at Solving Problems. Student Lessons.

PUB DATE- 93

NOTE- 177p.; For teacher lesson plans, see IR 016 543.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Computer Assisted Instruction; \*Discovery Learning; Experiential Learning; Glossaries; Instructional Materials; Interdisciplinary Approach; Journal Writing; Learning Activities; Metacognition; Modeling (Psychology); \*Problem Solving; Secondary Education; Teaching Methods; Transfer of Training

This book is intended for use as a student guide. It is about human problem solving and provides information on how the mind

prepared by and are of interest to researchers in artificial intelligence, cognitive science, and education; computer scientists and information technologists; teachers, educationalists, and psychologists; and anyone else concerned with educational innovations. (JLB)

ED 367 315

IR 016 595

High Performance Computing and Communications Program. Hearing before the Subcommittee on Science of the Committee on Science, Space, and Technology. U.S. House of Representatives, One Hundred Third Congress, First Session (October 26, 1993).

PUB DATE- 94

NOTE- 110p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Computer Networks; Computer System Design; Federal Legislation; Futures (of Society); Hearings; \*Industry; Information Networks; Information Systems; \*Information Technology; \*Technological Advancement; \*Telecommunications

IDENTIFIERS- Congress 103rd; High Performance Computing Act 1991; \*High Performance Computing and Commun Program

This hearing explores how the High Performance Computing and Communications Program (HPCC) relates to the technology needs of industry. Testimony and prepared statements from the following witnesses on future effects of computing and networking technologies on their companies are included: (1) F. Brett Berlin, president, Brett Berlin Associates, accompanied by David R. Audley, managing director, Prudential Securities; (2) Peter R. Bridenbaugh, executive vice president, science, engineering, environment, safety and health, Aluminum Co. of America; (3) Paul E. Rubbert, unit chief, aerodynamics research, Boeing Commercial Airplane Group; (4) W. Donald Frazer, vice president, Massively Parallel Products, Oracle Corp; and (5) Marvin G. Bloomquist, manager, information technology, Mobil Exploration and Producing Technical Center. (JLB)

ED 367 316

IR 016 597

The Practical Application of Technology in Public Schools.

Professional Issues in Public Education.

PUB DATE- Jan 94

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - General (020), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Networks; Curriculum Development; \*Educational Technology; Elementary Secondary Education; Futures (of Society); Information Technology; Learning Resources Centers; Online Systems; \*Public Schools; \*Technological Advancement; \*Telecommunications

IDENTIFIERS- Connecticut; Information Age

This collection of essays focuses on practical applications of technology in public schools; it provides a perspective by teacher practitioners and others on how technology is currently being used or could be used in Connecticut's classrooms for effective schooling. The following papers are included: "Preparing for the Information Age" (Merle W. Harris); "Telecommunications Technology in the Classroom" (Thomas J. Buckley); "Unit Development" (Rita G. Quinn); "The Written

Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Adolescent Literature; \*Adolescents; Authors;  
Library Services; Public Libraries; Reading Attitudes; Reading  
Habits; \*Reading Interests; \*Reading Material Selection;  
Reading Programs; \*Recreational Reading; Secondary Education;  
Sex Differences; Summer Programs  
IDENTIFIERS- Reading Behavior; Reading Lists

The purpose of this study was to determine the reading interests of the young adult participants in the summer reading program at Medina County District Library (Ohio). Findings were compared to research done in other locations and to current bibliographies of recommended reading for young adults. The study looked at a systematic sample of reader response forms taken from the young adult summer program. These forms asked for the reader's name, phone number, school and grade, and title and author of book. The participant was asked to circle which library branch was used, to choose one of nine categories for the book (love story, mystery/suspense, historical fiction, realistic fiction, science fiction, fantasy, nonfiction, humor, or horror/occult), and to rate the book as "Great!!!" "O.K." or "No Way!" The major findings of the study were that more girls than boys participated; most girls preferred different categories than did boys; the favorite categories were realistic fiction and mystery/suspense; none of the seven favorite authors (i.e., R. L. Stine, Francine Pascal, Ann M. Martin, Christopher Pike, Carolyn Keene, Stephen King, and Lurlene McDaniel) are found on "Best Books" lists; and there was a noticeable variety of interests. The reader response form is included in the appendix. (Contains 32 references.) (JLB)

ED 367 338

IR 054 869

Lavengood, Kathryn A.  
Retrieving Online Information on Drugs: An Analysis of Four  
Databases.

PUB DATE- Jul 93

NOTE- 60p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Access to Information; Comparative Analysis;  
Databases; Health Personnel; \*Indexing; Medical Libraries;  
\*Online Searching; Online Systems; Online Vendors;  
\*Pharmacology; Relevance (Information Retrieval); Scientific  
and Technical Information; \*Search Strategies; Subject Index  
Terms; User Needs (Information)

IDENTIFIERS- BIOSIS Previews; DIALOG; \*Drugs

This study examines the indexing of drugs in the literature and compares actual drug indexing to stated indexing policies in selected databases. The goal is to aid health science information specialists, end-users, and/or non-subject experts to improve recall and comprehensiveness when searching for drug information by identifying the most useful search terms (or search term combinations) when seeking information about a drug. This study uses a comparative methodology to evaluate the indexing of 30 drugs within four online databases (Analytical Abstracts; BIOSIS PREVIEWS; Pharmaceutical News Index; and SCISEARCH). The results underscore the need for a basic understanding of pharmaceutical nomenclature; effective use of chemical dictionary files; awareness of indexing differences among databases; and a well-planned search strategy that includes flexibility to make changes as necessary in order to complete a successful search. A list of the drugs used is appended. (Contains 20 references.) (Author/JLB)

Criteria; Evaluation Methods; Online Searching; \*Online Vendors  
IDENTIFIERS- \*Business Information; DIALOG; Finance; \*Timeliness  
The purpose of this study was to evaluate the credibility and  
timeliness of online business databases. The areas of  
evaluation were the currency, reliability, and extent of  
financial information in the databases. These were measured by  
performing an online search for financial information on five  
U.S. companies. The method of selection for the companies  
chosen is also included. The research findings concern problems  
that were encountered in the research; the currency and  
reliability issues; and an overall evaluation of the databases.  
Appendices serve as a reference guide to the online business  
databases that supply extensive financial information. The  
appendices list the evaluated fields of the databases; items  
unique to each database; and a cross-reference of synonymous or  
aggregate terms. The conclusion of this paper is that  
Disclosure is the preferred overall database; it is the least  
expensive and has the most general financial information.  
(Contains 13 references.) (Author/JLB)

ED 367 360

IR 054 908

Chan, Anthony P.

Four Online Database Vendors: An Evaluation and Cost Analysis of  
Their Cataloging Support Services.

PUB DATE- Dec 90

NOTE- 43p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042); Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Bibliographic Utilities; \*Cataloging; Comparative  
Analysis; \*Costs; Databases; Evaluation Methods; Information  
Services; \*Library Automation; \*Library Expenditures; Library  
Surveys; Online Systems; \*Online Vendors; Questionnaires

IDENTIFIERS- OCLC; Research Libraries Information Network;  
University of Toronto Library Automation Systems; \*Vendors;  
Western Library Network

This study identifies, estimates, and compares the cost of copy  
and original cataloging of print and non-print materials with  
four major online database vendors--the Online Computer Library  
Center (OCLC), the Research Libraries Information Network  
(RLIN), the Western Library Network (WLN), and the University  
of Toronto Library Automation Systems (UTLAS International)--  
pertaining to their support products and services. In order to  
assess potential library costs for using the vendor services, a  
mix of 40 midsize libraries comparable in their size of  
collection, number of cataloging staff members, and annual  
cataloging output, were randomly selected to participate in the  
study. Information gathered was then analyzed in order to  
calculate the annual total cost and the average cost of  
cataloging per work hour. The methodology employed in this  
study can be utilized as a model for libraries to assess the  
cost of cataloging output and serve as a guide for the  
allocation of resources. The survey questionnaire is included  
in the appendices, as well as a list of libraries under study.  
(Contains 27 references.) (Author/JLB)

ED 367 361

IR 054 909

Voelker, Chris

The History of the Barberton Public Library 1903-1990.

PUB DATE- Nov 90

NOTE- 72p.; M.L.S. Research Paper, Kent State University.



community colleges in the state. Questionnaires distributed to the development personnel at the colleges sought information on the types and extent of current development activities and estimations of development activity five years previously; i.e., before AB 1725. Study findings, based on a 42.5% response rate (n=17), included the following: (1) the modal response for the proportion of faculty involved in development activities on respondents' campuses was more than 70%, compared to 10%-30% estimated for five years ago; (2) five years ago, development activities were almost exclusively professional meetings/conferences and continuing education, while current activities included workshops, retreats, campus presentations, and participation in governance; (3) the most common incentive for development currently was travel money, followed by professional commitment; and (4) while the chief obstacle five years ago was the lack of designated funds, respondents cited heavy teaching loads as the current most common obstacle. The survey instrument is appended. (BCY)

ED 367 383

JC 940 121

Morris, Cathy; Brann, Herman I.

A Review of the Ford Foundation Study Titled: "State Higher Education Systems and College Completion." Research Report No. 93-06R.

PUB DATE- Mar 93

NOTE- 20p.; For the Ford Foundation report, see ED 354 041.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070); Reports - Research/Technical (143)

DESCRIPTORS- Bachelors Degrees; \*College Transfer Students; Community Colleges; Criticism; \*Data Interpretation; Educational Mobility; Error Correction; \*Evaluation Problems; Higher Education; Institutional Evaluation; \*Outcomes of Education; \*Research Design; Research Methodology; Two Year Colleges; Two Year College Students

In November 1992, the Ford Foundation published a study entitled "State Higher Education Systems and College Completion," which argued that states that relied heavily on community colleges in their postsecondary educational system, such as California, Florida, Illinois, Indiana, and Wisconsin, were not efficient in producing bachelor degree (BA) graduates. This paper provides a review of the findings, recommendations, and limitations of the Ford Foundation report. Following an overview of the study conclusions, the paper offers a critique of findings in six sections. The first section discusses the study's evaluation of the proportion of high school graduates continuing their education, suggesting that the conclusions of the study did not provide adequate explanation of the data. The second section focuses on the relationship between freshman enrollment at four-year campuses and BA attainment, arguing that the data from the five sample states simply do not support the study's suggestion that a higher proportion of first-time students at baccalaureate campuses leads to a higher proportion obtaining degrees. Section 3, dealing with ethnic enrollment and attainment, highlights the study's inability to draw a conclusion based on the data gathered. Section 4 suggests that the transfer rate formula used was deceptively low and that the study's conclusions were unsubstantiated by any data. Section 5 discusses the effect of the College-Level Academic Skills Tests on BA attainment rates. The final section describes discrepancies arising from the study's investigation of the relationship between funding capacity and bachelor degree

(150)

DESCRIPTORS- Associate Degrees; \*College Outcomes Assessment; Community Colleges; \*Critical Thinking; \*Flow Charts; General Education; Institutional Evaluation; Interviews; \*Measures (Individuals); \*Models; \*Student Evaluation; Thinking Skills; Two Year Colleges; Two Year College Students

IDENTIFIERS- John Tyler Community College VA

In response to a statewide call for a review of general education in Virginia community colleges, the Student Assessment Committee (SAC) was formed at John Tyler Community College (Virginia) to evaluate student outcomes for the college's general education component. After concluding that standardized tests did not provide an adequate measure, the SAC decided to focus on the evaluation of students' critical thinking skills as a measure of college success. A flow chart for interviewing students to determine their critical thinking capabilities was developed based on the following elements of critical thought: (1) identifying the problem; (2) stating the problem; (3) interpreting facts which must be known to solve the problem; (4) posing a possible answer; (5) developing an applicable solution from the answer; and (6) applying the solution to similar problems. Interviews were conducted with 47 of 100 associate degree candidates for graduation in 1993 which identified students by program and noted differences in critical thinking levels. The flow chart strengths include the tangible character of the model, which allows interviewers to physically see relationships of thought, while weaknesses include the possibility that the structure may be difficult to change if evidence suggests it is no longer appropriate. The SAC plans to further clarify the model and expand interviewing in the future. Flow charts and SAC members are included. (BCY)

ED 367 401

JC 940 155

Prager, Carolyn

Harmonizing General Education Programs in Career and Professional Curricula.

PUB DATE- 27 Mar 94

NOTE- 10p.; Paper presented at the Annual Meeting of the North Central Association Commission on Higher Education (99th, Chicago, IL, March 27, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Career Education; College Curriculum; Community Colleges; \*Curriculum Design; Curriculum Development; \*General Education; \*Interdisciplinary Approach; Liberal Arts; Professional Training; \*Technical Education; Thinking Skills; Two Year Colleges; \*Vocational Education; Writing Across the Curriculum; Writing Skills

The emergence of vocational curricula each with specific proficiencies has led to a new concept of the major dominated by technical rather than liberal learning. Although this has occurred at both two- and four-year institutions, applied curricula tend to disadvantage two-year students more than their four-year counterparts because of less attention devoted to general as compared to technical education. Open-door institutions like community colleges can rethink general education in specialized curricula in the following three ways: (1) improving distribution requirements to include more general education in career tracks while still complying with accreditation standards; (2) developing interdisciplinary

NOTE- 7p.; Paper presented at "Reinventing the Community College," the Annual Computer Conference of the League for Innovation in the Community College (10th, Nashville, TN, November 14-17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Community Colleges; \*Computer Uses in Education; \*Course Descriptions; Educational Media; \*Electronic Publishing; \*Hypermedia; Information Systems; Nonprint Media; Program Descriptions; \*School Catalogs; Student Recruitment; Two Year Colleges

IDENTIFIERS- Saint Louis Community College at Florissant Val MO

In an attempt to provide a more useful and economical alternative to the traditional college catalog, St Louis Community College at Florissant Valley (SCC), in Missouri, has developed a hypertext program. The hypertext format links pools of information that can be accessed at the rate and depth of detail that the end user desires. The hypertext catalog is organized into several levels. The first level is the introduction and main menu, which provide degree and certificate menus, a calendar, and academic policies. The second level of information provides more specific information, including lists of Associate in Arts programs alphabetically, academic events by semester, and admissions procedures. The next level provides a link between course listings and course descriptions, and a subsequent link leads to listings of course prerequisites. Finally, there is a glossary and help function, which provide definitions of college terms and detailed explanations of the keyboard command structure. Users may use the program's print command to print a paper copy of some portions of the catalog, such as the curriculum for a class or an application form. Responses by high school guidance counselors and library users to the catalog have been very positive and SCC has seen considerable savings over the printed version. (MAB)

ED 367 418

JC 940 189

Borzumato, Lawrence P.

The Development of a Learning Assistance Course in Psychology at Ulster County Community College.

PUB DATE- Mar 94

NOTE- 52p.; Ed.D. Practicum, Nova Southeastern University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cognitive Style; Community Colleges; Course Content; Curriculum Development; Institutional Role; \*Learning Strategies; Outcomes of Education; Participant Satisfaction; Pilot Projects; \*Program Development; Program Improvement; \*Psychology; Remedial Instruction; \*Remedial Programs; \*Student Attitudes; \*Study Skills; Two Year Colleges

IDENTIFIERS- Ulster County Community College NY

To address an unacceptable failure and withdrawal rate in an introductory psychology course at Ulster County Community College (UCC), in New York, a project was undertaken to develop a Learning Assistance in Psychology course to help students with skills and concepts. First, a literature review indicating the need for remediation highlighted the necessity of institutional commitment to a successful program, and

Just the Facts: A Summary of Recent Information on America's Children and Their Families.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; Foundation for Child Development, New York, N.Y.; Grant (W.T.) Foundation, New York, N.Y.; Kellogg Foundation, Battle Creek, Mich.; Pew Memorial Trust, Philadelphia, Pa.; Robert Wood Johnson Foundation, New Brunswick, N.J.

PUB DATE- 93

NOTE- 184p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Agency Cooperation; At Risk Persons; Child Abuse; Child Development; Child Health; Child Neglect; \*Children; \*Child Welfare; \*Family Characteristics; Family Income; Family Programs; Federal Programs; Poverty; Resource Allocation; School Readiness; Social Indicators

IDENTIFIERS- Family Support

This compilation of extensive facts and figures on topics pertaining to America's children and families is a ready reference for journalists, advocates, and others who need easy access to data on conditions and trends. The book's first nine chapters are: (1) "The Changing American Family"; (2) "Children's Growth and Development"; (3) "Family Income Security"; (4) "Children's Health"; (5) "School Readiness and School Performance"; (6) "Youth at Risk"; (7) "Family Strengths and Supports"; (8) "Vulnerable Children and Families"; and (9) "Public Expenditures for Children." Each of these chapters presents a summary of recent information on the topic and brief descriptions of relevant federal programs, and each chapter includes references in the form of extensive endnotes. The 10th and final chapter summarizes the National Commission on Children's recommendations and is designed to serve as a blueprint for strengthening families and promoting the healthy development of all the nation's children. The approximately 40 recommendations made by the Commission relate to ensuring income security, improving health, increasing educational achievement, preparing adolescents for adulthood, strengthening and supporting families, protecting vulnerable children and their families, making policies and programs work, creating a moral climate for children, and investing in America's future. (SM)

ED 367 435

PS 021 482

Porzel, Michele, Comp.

Resources for Family Day Care. An Annotated Bibliography.

PUB DATE- 88

NOTE- 54p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Audiovisual Aids; \*Child Caregivers; Child Development; Early Childhood Education; \*Family Day Care; Instructional Materials; \*Resource Materials; \*Training

IDENTIFIERS- \*Family Day Care Providers; Printed Materials

This list of 136 resources was compiled to help family day care trainers and providers share information and ideas about training materials used across the country. The list includes books, training manuals, modules, and audiovisual materials.

Foreign Countries; Longitudinal Studies; Measurement Techniques; Parent Attitudes; \*Pilot Projects; Research Methodology; Test Validity

IDENTIFIERS- \*New Zealand

A pilot study was undertaken in preparation for a longitudinal study of the influences of early childhood experiences on children's competence. The pilot study was designed to try out the interviews, observations, and other record-keeping procedures to be used in the main study. The pilot study sample consisted of 19 families with a child 4-to-5 years of age in a family day care or center-based care setting. The children were observed within their early childhood setting a minimum of five times during each of three separate occasions, and two interviews were conducted with their parents or primary caregivers. Pilot study data includes demographic information, parents' perceived benefits of early childhood care, comparison of parents' and teachers' perceptions of their children's competence, and characteristics of early care settings rated high on several variables. The results of the pilot study enabled researchers to: (1) test the instruments and field-work procedures, and the scoring, data entry, and analysis procedure; (2) modify instruments and procedures to ensure that the main study will be effective and manageable for the resources available; (3) prepare guidelines for fieldworkers and coders; (4) indicate important parameters for the main study sample; and (5) indicate some preliminary patterns in the data. (TJQ)

ED 367 454

PS 022 028

Rioux, J. William; Berla, Nancy  
Innovations in Parent and Family Involvement.

PUB DATE- 93

NOTE- 400p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Academic Achievement; Change Strategies; Child Development; Educational Improvement; \*Elementary Secondary Education; \*Family Involvement; Family School Relationship; Parent Education; \*Parent Participation; Parent School Relationship; Parent Teacher Cooperation; Participative Decision Making; \*Preschool Education; Profiles; \*Program Descriptions; Program Evaluation; Program Implementation; \*School Community Programs

Designed to help parents and teachers think beyond the ordinary ways in which parent-family involvement in education is considered and approached, this book describes 34 operational parent-family involvement programs in preschools and in elementary, middle, and high schools. It also describes programs run by school districts and communities. Among the programs described are those that embrace Native American families on reservations, Southern families in rural isolation, Hispanic immigrant families newly arrived in California, and African American families in urban public housing developments. Each program description begins with a short profile, which is followed by a presentation of background information and a discussion of: (1) the components of the program; (2) parental involvement in planning, operating, and monitoring the program; (3) program strengths and weaknesses; (4) program outcomes and evaluation; (5) budget and funding; and (6) the name, address, and phone number of a contact person for the program. Four

through specific requirements for property owners, a workable schedule, and mechanisms that reinforce and reward responsible action. Chapters 1 and 2 provide an introduction and an overview of the hazards of lead-based paint. Chapter 3 describes the universe of housing in the United States and the objectives that guided the framework's design. Chapter 4 details requirements for private property owners, which include maintenance practices, deadlines for hazard evaluation and control, and monitoring requirements. Chapter 5 describes how most private housing units can be made lead-safe in response to effective private-sector forces, while chapter 6 emphasizes the importance of state and local enforcement. Chapter 7 calls for insurers, lenders, appraisers, and the judicial system to reinforce action by owners. Chapter 8 presents a summary of the roles and responsibilities of all key players. Two appendixes provide a list of the members of the technical advisory committee and a list of 27 references. (MDM)

ED 367 473

PS 022 113

Prekindergarten Program Process Evaluation Report, 1993-94.

PUB DATE- Dec 93

NOTE- 31p.; An approved report of the Department of Evaluation, Testing, and Research.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Assessment; \*Educationally disadvantaged; Educational Quality; Federal Programs; \*High Risk Students; Language Acquisition; Parent Education; Parent Participation; \*Preschool Education; \*Program Effectiveness; Program Evaluation

IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; Saginaw City School System MI

This report documents the activities undertaken to evaluate the federally sponsored prekindergarten program for educationally disadvantaged preschoolers conducted by the Saginaw, Michigan school district. This program, funded by Chapter 1 of the Education Consolidation and Improvement Act, was serving 502 children at the beginning of the 1993 school year. The process evaluation activities consisted of observations in all 15 prekindergarten classrooms, focusing on cognitive, psychomotor, and language development, as well as parent participation and education, and scheduling activities in the classroom. The observations revealed that: (1) required activities were taking place on a daily basis in 14 of the 15 classrooms; (2) a record of parent participation was maintained in all classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition, although more work was needed to maintain the use of the common set of 25 objects; and (4) teachers were employing language production and enhancement techniques, but frequency varied widely by site. Three appendixes list the number of prekindergarten students by building, provide copies of the observation checklists, and record the number of times teachers employed language production and enhancement techniques. (MDM)

ED 367 474

PS 022 114

Michigan Early Childhood Education Preschool Program Process Evaluation Report, 1993-94.

PUB DATE- Dec 93

NOTE- 40p.; For 1992-93 report, see ED 354 092. An approved report of the Department of Evaluation, Testing, and Research.

distribution of preschool child care, the cost distribution of public child care, state subsidies to public child care, and the percentage of children in various child care arrangements. (MDM)

ED 367 492

PS 022 167

Creating a 21st Century Head Start. Final Report of the Advisory Committee on Head Start Quality and Expansion.

PUB DATE- Dec 93

NOTE- 94p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Biographical Inventories; Compensation

(Remuneration); \*Family Programs; Federal Programs; Government

Role; Mentors; Parent Education; \*Partnerships in Education;

\*Preschool Education; \*Program Improvement; School Community

Relationship; \*Teacher Education; \*Young Children

IDENTIFIERS- Department of Health and Human Services; \*Project

Head Start

The Advisory Committee on Head Start Quality and Expansion was created by the Department of Health and Human Services (HHS) in June 1993 to review the Head Start program and make recommendations for improvement and expansion. The report recommends that HHS: (1) develop new initiatives to utilize qualified "mentor teachers" to provide supervision and support to classroom staff, establish competency-based training for staff who work directly with families, and increase staffing levels and staff compensation; (2) review and expand current resources used for family services, parent education, and family literacy; and (3) encourage community and school partnerships to ensure continuity of services, facilitate state and local collaboration, and link Head Start with other national initiatives. Overall, HHS should continue to show leadership in looking across programs to ensure that policies consistently promote quality services for young children and their families. Biographical sketches of the committee's 47 members are included. (MDM)

ED 367 493

PS 022 169

The Competitiveness and Productivity of Tomorrow's Work Force:

Compelling Reasons for Investing in Healthy Children.

PUB DATE- 93

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Child Health; \*Competition; Demography; Educational

Attainment; Employed Women; \*Health Care Costs; Health

Insurance; Health Promotion; \*Labor Force; Prenatal Care;

\*Productivity; \*Sociocultural Patterns; Substance Abuse;

Violence

IDENTIFIERS- Health Care Economics

This fact sheet outlines some demographic trends that are influencing the cost and availability of health care for children and making it increasingly necessary to take action to improve the health of the nation's children. In recent years children, as a group, are more likely to be poor, lack health insurance, have working mothers, receive inadequate prenatal care, suffer from communicable diseases, and become victims of

families of Seminole and Chickasaw children enrolled in Head Start. The program focused on integrating American Indian culture and mathematics. Head Start staff were trained in developmentally appropriate mathematics instruction, with an emphasis on employing culturally relevant materials and activities. Research for materials development was conducted at museums, with tribal members, and through examination of tribal documents and exhibits. Families were encouraged to interpret the meanings and traditions of the cultural elements of the program to their children. To facilitate family involvement, training sessions were conducted at Head Start monthly meetings to familiarize parents with learning packets and curriculum. Screening tests of children entering kindergarten revealed a significant increase in program participant scores when compared to students who had not participated in the program. Families responded well to the program, especially materials dealing with traditional stories, fingerplays, games, music, dance, jewelry, and Native language. Teachers can promote family involvement and strengthen the bond between school and home by providing structured materials and activities that are easy for families to understand and do. Contains 37 references. (LP)

ED 367 514

RC 019 484

Indian and Metis Education: Parents as Partners. SSTA Forum Report (Saskatoon, Saskatchewan, Canada, October 14-15, 1993). Report #93-10.

PUB DATE- Oct 93

NOTE- 65p.; Cover title varies: "Indian and Metis Education. 1993 Forum. Engaging Parents as Partners." Some graphs may reproduce poorly.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*American Indian Education; American Indians; Boards of Education; \*Canada Natives; Change Strategies; Community Involvement; Elementary Secondary Education; \*Family School Relationship; Foreign Countries; Indigenous Populations; \*Institutional Environment; Metis (People); \*Parent Participation; Population Trends; \*School Community Relationship; Tribally Controlled Education

IDENTIFIERS- \*Saskatchewan

This report summarizes a forum held in Saskatchewan, Canada to discuss Indian and Metis education, with a particular focus on increasing parent involvement. Parent participation may be placed on a continuum from communication between school and parents to autonomous control of the school by parents and community. Demographic data show that Saskatchewan has a large and growing aboriginal population that will continue to have a significant impact on the province's education system. The majority of aboriginal students are now attending band-controlled schools. Forum participants emphasized the following key points for making parental involvement successful: (1) developing a welcoming climate; (2) fostering a sense of mutual respect; and (3) sharing a common cause and a meaningful reason for being involved. Participants also identified driving and restraining forces that influence the engagement of Indian and Metis parents in the delivery and governance of public education, and suggested ways to overcome restraining forces. The report describes current school governance structures and options for change that would encourage Indian and Metis involvement. Appendices include the forum agenda, participating school boards and organizations, further ideas for parent



process; (2) to set high standards of numeracy for all students; and (3) to integrate student assessment with the learning process. This document divides essential mathematical skills into three grade levels: K-3, 4-8, and 9-12. Each section presents the essential skills needed at each level in matrix form showing the direct relationship between the content skills and the NCTM Standards. Each section also supplies a list of student outcomes for each content area, as well as examples of indicators. A direct assessment program which can be used in meeting goal 3 is presented. Contains 22 references. (RLB)

ED 367 532

SE 053 851

LaTorre, Donald R.  
Revitalized Undergraduate Mathematics with Symbol Manipulating Graphics Calculators. Final Report.  
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.  
PUB DATE- 31 Jul 91  
NOTE- 87p.; Some pages may not reproduce well.  
LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Calculators; \*College Mathematics; \*Demonstration Programs; Educational Technology; Higher Education; Instructional Improvement; \*Instructional Innovation; \*Mathematics Instruction; Program Descriptions; Program Evaluation; Questionnaires; Student Attitudes; \*Undergraduate Study  
IDENTIFIERS- Clemson University SC; Computer Algebra; \*Graphing Utilities  
Clemson University's Revitalized Undergraduate Mathematics with Symbol Manipulating Graphics Calculators Project introduced Hewlett-Packard HP-48S graphing calculators into undergraduate mathematics instruction to demonstrate that calculators can be effectively integrated into the undergraduate mathematics curriculum. This document reports the results of that project. The first section gives an overview of the project, identifies its purpose, and provides background information on its origins. The second section is a project description that includes information about the calculators utilized, calculator use, the courses affected by the project, participating students, class sizes, and dissemination activities. The third section provides results summarized in four areas: impact on students, impact on faculty, external impact, and an external evaluator's report. Calculators can be successfully integrated into the undergraduate mathematics curriculum in a comprehensive way and offer the advantages of portability, low cost, the ability to engage students in mathematics, and a changed testing environment. Appendices make up a majority of the report and include lists of project presentations, project publications, and summaries of student feedback from six courses. (MDH)

ED 367 533

SE 053 867

Corzatt, Clifton; Humke, Paul  
Teaching Postdoctoral Positions in Mathematics.  
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.  
PUB DATE- 31 Dec 90  
NOTE- 39p.

DESCRIPTORS- Curriculum; Foreign Countries; Information Dissemination; Instructional Materials; \*International Education; Secondary Education; \*Secondary Schools; \*Second Language Instruction; Teacher Education

IDENTIFIERS- \*Europe

This document reports on a conference of 30 experts gathered to discuss the adaptation of education in Europe to the economic and political integration that has been occurring in that area. The conference discussed four main themes: (1) foreign language teaching and the use of the foreign language as a working language; (2) the creation of bilingual/international sections in national secondary schools; (3) the European dimension in the curriculum and in extracurricular activities; and (4) international school leaving examinations and their recognition. Recurrent themes included: (1) coordinators for policies designed to strengthen the European dimension; (2) information centers and dissemination of information; (3) regular contacts among institutions representing European international education; (4) links between European international and national school; (5) East-West contacts; (6) teacher training; and (7) teaching material. Particular issues of the conference were: (1) teaching of the first foreign language; (2) teaching of further foreign languages; (3) teaching through the medium of the first foreign language; (4) the creation of bilingual international sections in national schools; (5) new initiatives and national regulations; (6) the European international dimension in the curriculum; (7) visits and exchanges; (8) international school leaving examinations; (9) recognition throughout Europe of national school leaving qualifications; (10) recognition throughout Europe of international school leaving qualifications; and (11) use of existing institutions in the field of recognition. A summary of 18 recommendations and a list of participants is included. (DK)

ED 367 553

SO 023 564

Gagnon, Paul A.

Seamless Subjects, Seamless Reform: Learning and Teaching

Together, from Pre-School to Ph.D. Occasional Paper.

PUB DATE- Feb 93

NOTE- 6p.; For related documents, see SO 023 565-566.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120)

DESCRIPTORS- \*Curriculum; \*Curriculum Development; \*Educational Change; Elementary Secondary Education; Global Approach; Higher Education; \*History Instruction; \*Institutional Cooperation

This essay suggests that helping people learn any subject better is a job for everybody who teaches that subject, from preschool to Ph.D. To do the job well at any level requires knowing what teachers and students at all the other levels need to do, and need to have done for them, subject by subject. Most educators have ignored the seamless nature of levels of learning in a particular subject. They do this because they are usually preoccupied with one particular level of schooling, and because they do not think of organizing or reforming things by starting with subject matter or curriculum. They have focused on the processes, not the content, of education. This paper argues that curriculum, the subject matter, needs to come first in educational reform. A hypothetical eighth grade history course is described in which inclusive strategies of reform have improved the course and the education system as a whole. The paper traces the work of commissions and conferences on

Women in Science and Technology: The Institutional Ecology Approach. Volume II: Statistical Annex: Sex Differentiation of Grade 12 Enrollments and of Higher Education Disciplines.

PUB DATE- Dec 92

NOTE- 125p.; For volumes I and III, see SO 023 719-721.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical  
(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Course Selection (Students); \*Enrollment Rate; \*Females; Foreign Countries; Grade 12; Higher Education; High Schools; \*Majors (Students); \*Science Education; \*Sciences; Social Science Research; Technical Education; \*Technology  
IDENTIFIERS- Australia; \*Women in Science and Technology in Australia

This volume is to be used in conjunction with volume I (Final Research Report) of the Women in Science and Technology in Australia (WISTA) research project. This document contains the main statistical tables of grade 12 and higher education enrollments used as the basis for the statistical element of the WISTA research report. The document is divided into two sections. The first section contains diagrams of undergraduate enrollments in 1985 at 10 universities in Australia. This section also contains diagrams of undergraduate enrollment rates during that same year in physics, mathematics, chemistry, biochemistry, computer science, microbiology, biotechnology, geology, minerals, civil engineering, mechanical engineering, electrical engineering, and chemical engineering. The second section is made up of statistical tables and includes 4 tables on institutional sex balance, 5 tables by level of course, 11 by separate disciplines and level of course, 6 by undergraduate disciplines showing year groups and honors where available, 10 tables showing those graduating in 1985 by discipline and level, and 5 tables of institutional staff profiles. The last part of the second section gives secondary school statistics including mathematics in grade 12, and separate statistics for 8 states and territories. The data were collected from a survey of 10 higher education institutions. This statistical volume relates to the report objective of producing a compilation of student and staff statistics, representing a significant sample of Australian higher education, in such a way as to answer detailed, diagnostic questions about female enrollments in different disciplines and subdisciplines and at different levels. (BK)

ED 367 572

SO 023 721

Byrne, Eileen M.

Women in Science and Technology: The Institutional Ecology Approach. Volume III: Discussion Papers (The Ten Factors of Influence) Used in the UO WISTA Survey.

PUB DATE- Dec 92

NOTE- 83p.; For volumes I and II see SO 023 719-720.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Career Counseling; \*Cultural Influences; \*Females; Foreign Countries; Higher Education; Mathematics Anxiety; Role Models; \*Science Careers; \*Sciences; Sex Role; Social Science Research; \*Technical Education; \*Technology

IDENTIFIERS- Australia; Women in Science and Technology in Australia

This document is a "methodological annex" to volume I of the Women in Science and Technology in Australia (WISTA) final

DESCRIPTORS- Case Studies; Change Agents; \*Change Strategies; \*Constructivism (Learning); Discovery Processes; \*Educational Change; Educational Innovation; Elementary School Teachers; Grade 1; Language Arts; Participant Observation; Personal Narratives; Primary Education; \*Protocol Analysis; \*Teacher Attitudes; \*Teacher Student Relationship; Teaching Methods; Whole Language Approach

The case study presented in this paper describes the thinking-in-action of a first grade teacher who, within the natural setting of her classroom, was constructing a new way of teaching language arts by changing to a whole language approach. In contrast to traditional implementation models, this study highlights the constitutive nature of innovation and accounts for the teacher's beliefs and values, her established version of practice, and her interpretation of the innovation. Data gathering and analysis occurred simultaneously and were based on observations of classroom activity, planning sessions, interviews, journal notes, and audio and video tapes of lessons. The bulk of the document deals with the composition of a new way of teaching described as "worldbuilding" that included: a new world of interaction between teacher and student with innovation constituted in the interaction; the initiation of "small conversations" composed of four worldbuilding patterns (participating as a learner/reader, naming actions, assuming possibilities, and changing boundaries); a view of the world that draws children in through patterned thought and action; and the ability of the teacher to interpret whole language through the lenses of her beliefs, values, and goals. A diagram of changing practice as a worldbuilding process is provided. (Contains approximately 75 references.) (LL)

ED 367 590

SP 034 899

Pinnegar, Stefanie

Beginning Again: Making Sense and Learning the Terrain.

PUB DATE- Apr 93

NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Beginning Teachers; \*Behavior Patterns; Cognitive Development; Elementary Secondary Education; \*Emotional Response; Epistemology; Higher Education; \*Metacognition; Nontraditional Education; Philosophy; Preservice Teacher Education; \*Self Concept; Social Cognition; Student Teachers

This narrative is a construction of self as beginner, analysis of other as beginner, and a reformulation that attempts to combine and make mobile and immutable knowledge about beginning and beginners. Data were collected from: (1) 48 students in a beginning teacher education course who kept journals of their experiences; (2) student teachers' writings; (3) interviews with beginning teacher educators; and (4) the author's experiences. The paper emphasizes the beginner's feelings of aloneness, nervousness, uncertainty, lack of confidence, vulnerability, and overriding concern with planning and organizing. It notes the beginner's chronic state of experiencing unsafe interactions and sense of being judged about their competency. It describes the beginner's concern with surface structure or immediately evident details and their

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS= \*Beginning Teachers; Educational Needs; Elementary Secondary Education; \*Faculty Development; Higher Education; Inservice Teacher Education; Masters Degrees; \*Mentors; \*Program Development; \*Rural Schools; Rural Urban Differences; Special Education Teachers

IDENTIFIERS= Bowling Green State University OH; \*Collaborative Learning; \*Project CREST; Protege Mentor Relationship

This presentation explains the unique needs of teachers working in rural settings and describes Project CREST (Collaboration for Rural Education Special Teachers). The model teacher training program, currently in operation in Ohio, is funded by a federal grant awarded to Bowling Green State University. The primary components of Project CREST include the following: (1) a one year master's level teacher training program for rural special educators; (2) a one year mentoring program for veteran rural special educators and first year entering rural special educators; (3) skill training in the art of collaboration; and (4) skill training programs in planning and implementing professional development programs. Participants are taught to use collaborative skills in planning for staff development programs, to conduct needs assessments, to plan and implement staff development programs, and to evaluate professional development programs. In addition, participants focus on various aspects of adult learning. While this model for teacher training was developed for use in special education, it could easily be adapted for use in any inservice or preservice teacher education program. Copies of a stages of professional development survey and a needs assessment instrument are appended. (LL)

ED 367 608

SP 035 030

Rafferty, Cathleen D.

Portfolio Assessment and Secondary Methods Classes: What Happens When the Twain Meet?

PUB DATE= Feb 94

NOTE= 36p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE= English

EDRS Price= MF01/PC02 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS= Content Area Reading; Content Area Writing; \*Evaluation Criteria; \*Evaluation Methods; \*Evaluation Problems; Evaluative Thinking; Higher Education; Methods Courses; Methods Teachers; \*Portfolios (Background Materials); \*Preservice Teacher Education; Secondary Education; Secondary School Teachers; \*Student Evaluation

IDENTIFIERS= Preservice Teachers

This presentation describes the use of portfolio assessment in a teacher education course "Teaching Reading in the Content Areas," which is required for secondary certification. Portfolio assessment provides students with opportunities to determine which skills are most congruent with their respective areas. The main body of this paper describes a teacher educator's experiences with portfolio assessment in each of four semesters. Data sources included the teacher educator's reflective journal, student journals, notes and observations made during class discussions and activities, notes from

SHES data are provided on the topics of provision of HIV prevention education, training received by staff members that provide HIV prevention education, percentage of schools teaching HIV functional knowledge topics and skills by specific grade level, and barriers to implementing effective comprehensive health education and HIV prevention. The report concludes that Wyoming youth engage in behaviors that put them at risk for significant mortality, morbidity, disability, and social problems extending from youth to adulthood, and that effective school-based health education programs are needed to replace these behaviors with healthy behaviors. (Contains 43 references.) (JDD)

ED 367 627

SP 035 062

Post, Jory; McPherson, Carole  
Into Adolescence: Learning about HIV. Curriculum for Grades 5-8.  
Contemporary Health Series. Teachers' Guide Revised Edition.  
Student Workbook.

SPONS. AGENCY- Walter S. Johnson Foundation, Menlo Park, CA.

PUB DATE- 94

NOTE- 194p.; Revision of ED 301 828.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Curriculum  
Guides; Epidemiology; Evaluative Thinking; \*Health Education;  
Health Promotion; Information Sources; Intermediate Grades;  
Junior High Schools; \*Learning Strategies; \*Lesson Plans;  
Research Skills; Workbooks

IDENTIFIERS- Age Appropriateness

Through a variety of learning strategies, this curriculum guide provides an age-appropriate Acquired Immune Deficiency Syndrome (AIDS) education for students grades 5-8. An introduction incorporates curriculum objectives, classroom environment, teacher responsibilities, time, instructional strategies, parental involvement and support, and evaluative methods. The main body of the guide is comprised of 12 lessons that include reproducible student pages. The lessons cover: (1) assessment of students' current knowledge about Human Immunodeficiency Virus (HIV); (2) information sources such as newspaper articles; (3) sources of information, including human resources; (4) encouragement of students to use written resources to verify information; (5) some epidemics of the past; (6) study of disease as a context for the study of HIV transmission; (7) causes and transmission of contagious diseases; (8) comparison with other sexually transmitted diseases; (9) the importance of a healthy immune system; (10) answers to students' questions about how HIV is and is not transmitted; (11) a variety of HIV and AIDS symptoms; and (12) compassion for persons living with HIV. Appendices provide a glossary, an evaluation record sheet, pre- and posttests and answer keys, and sample parent letters. A student workbook to accompany the guide is included. (LL)

ED 367 628

SP 035 064

Cultural Awareness and Sensitivity: Resources for Health  
Educators.

SPONS. AGENCY- Department of Education, Washington, DC.

PUB DATE- 94

in the following areas: classroom management interactions, utilization of audio-visual equipment, identification and planning for exceptional learners, effective teaching of reading/language arts, a demonstration of the ability to work with groups of varying sizes, maintaining accurate pupil records, and using acceptable written and oral expression. Results of this study form the basis for a future longitudinal study that will employ the instrument to measure self-perceptions of student teachers, first-year and, ultimately, veteran teachers in regard to personal efficacy. Appendixes provide copies of the Mississippi Teaching Competencies and a demographic survey. (Contains 22 references.) (LL)

ED 367 646

SP 035 090

John, Martha Tyler

Teaching as a New Career for Military Personnel.

PUB DATE- 92

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Alternative Teacher Certification; \*Career Change; Elementary Secondary Education; Higher Education; Masters Degrees; \*Military Personnel; \*Nontraditional Education; \*Program Descriptions; \*Program Implementation; Teacher Education Programs; \*Teaching (Occupation)

IDENTIFIERS- \*Marymount University VA

Teaching as a New Career for Military Personnel (TNCMP) is an innovative program initiated by the military to utilize the skills and experiences of people completing military service who wish to make a career change into the teaching field. Marymount University (Virginia) developed the program and is responsible for its implementation. Upon successful completion of admissions requirements, candidates who have the appropriate undergraduate degree are eligible to enter a graduate program in one of two areas--early childhood/elementary education (39 credits) or secondary education (36 credits). Both programs provide the opportunity to earn Master of Education degrees and to qualify for teacher certification. This publication is divided into four chapters presenting the program's purpose, requirements and components, process, and background information on five military people that are part of the program. Appendices provide a description of educational competencies to be demonstrated by students; descriptions of courses required for both the early childhood/elementary and secondary programs; procedures for faculty; an academic needs assessment; advertisements and introductory materials; an example of previous course offerings; and miscellaneous informational details. (LL)

ED 367 647

SP 035 092

Brodney, Sandra Buntrock; And Others

Effects of Age on Perceptions of Teacher Influence.

PUB DATE- Nov 93

NOTE- 20p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (22nd, New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

gap activities, and a description of a game called "Vocabulary Bingo." Contains 30 references. (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

ED 367 199

FL 800 733

Lessons on Rights and Responsibilities.

PUB DATE- 92

NOTE- 205p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Adult Literacy; \*Curriculum Design; English (Second Language); Instructional Materials; Lesson Plans; \*Literacy Education; Tutors

IDENTIFIERS- \*Bill of Rights; Constitutional Amendments; \*United States Constitution

In recognition of the needs of adults whose native languages are other than English or who possess minimal literacy skills in English, the National Commission on the Bicentennial of the U.S. Constitution and the Bill of Rights gave a grant to the Literacy Volunteers of Washington County, Rhode Island for tutors to develop lessons on the Bill of Rights specifically for adults with low levels of basic literacy skills. This curriculum guide is the result of those efforts. In addition to the basic objectives of developing such a curriculum, the ten participating tutors shared the added objective of bringing their adult students to an understanding of how the rights, protections, and responsibilities that come from the Constitution and the Bill of Rights affect their own life, the lives of others, and the life of the community of which they are a part. Each of the lessons is developed around each of the Amendments and include language development activities and reading, writing, and discussion activities. Appended materials include the following: the time-line for colonial resistance against England, a list of states, a Bill of Responsibilities, a summary of Due Process, the Constitutional rights of juveniles under the due process clause of the 14th Amendment, and a bibliography. (Adjunct ERIC Clearinghouse on Literacy Education) (VWL)

ED 367 200

FL 800 750

Chan, Ma Yin

From Theory to Practice: A Set of Garment-Related ESL Curriculum.

PUB DATE- 93

NOTE- 213p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Curriculum Design; \*English (Second Language); \*Fashion Industry; Instructional Materials; \*Literacy Education; Textbooks

IDENTIFIERS- Chinese Speaking; New York (New York); \*Workplace Literacy

This document describes how a set of workplace literacy curricula was developed for Chinese garment workers in New York City. First, it discusses the goal of the workplace literacy program and the nature of the population served. Then, it proceeds to discuss rationale and research procedures of the how the curriculum being developed. At the end, a set of instructional



access. Institutions included in the case studies are the California State University System, Cleveland State University (Ohio), Southern Oregon State College, State University of New York at Geneseo, Towson State University (Maryland), University of Central Florida, University of Maine System, University of Southern Colorado, University of Wisconsin-Oshkosh, and Washburn University (Kansas). (JDB)

ED 367 219

HE 027 179

Frances, Carol; Morning, Carole  
Access to College: The Role of Family Income.

PUB DATE- 93

NOTE- 14p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Numerical/Quantitative Data (110)

DESCRIPTORS- \*Access to Education; Educational Opportunities; Educational Trends; \*Family Income; Higher Education; Low Income Groups; Middle Class Students; \*Paying for College; Student Costs; Student Financial Aid; \*Trend Analysis

This newsletter issue focuses on the roles played by higher education finance and student financial aid in ensuring broad access to higher education. Specifically, the report discusses trends in family income and college costs that affect the need for student aid. The report finds that income remains a primary determinant of students' educational opportunities. Students from higher income families enroll in college at rates three to four times greater than students from lower income families. Government student aid programs have not successfully overcome financial barriers to college and significantly increased the college enrollment rates of students from lower income families. Colleges themselves, through institutionally funded grants, provide an important part of the access currently available to low-income students. College is becoming less and less affordable for lower income and middle income families. Because a high and increasing proportion of all American children are in lower income families, their access to college is likely to erode unless action is taken. Overcoming the financial barriers to college will require increasing amounts of student aid and guidelines that carefully target aid to the neediest students. Seventeen graphs present college-going rates by family income, percent of young adults enrolled in college, and trends in college costs. (JDB)

ED 367 220

HE 027 185

CQI 101: A First Reader for Higher Education. AAHE's Continuous Quality Improvement Project.

PUB DATE- 94

NOTE- 215p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)

DESCRIPTORS- \*College Administration; \*Educational Improvement; Educational Innovation; \*Educational Quality; Educational Trends; Higher Education; \*Quality Control; \*Total Quality Management; Trend Analysis

IDENTIFIERS- \*Continuous Quality Improvement

This collection of papers introduces the core ideas of Continuous

EDRS Price- MF01/PC15 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Persistence;  
Associate Degrees; Bachelors Degrees; Comparative Analysis;  
\*Degrees (Academic); Doctoral Degrees; Ethnic Groups; Higher  
Education; Masters Degrees; Minority Groups; Sex Differences;  
\*State Colleges; State Surveys; \*State Universities;  
Statistical Data; Trend Analysis

IDENTIFIERS- \*Colorado

This report provides information on the number of degrees awarded at Colorado public universities and colleges. Comparisons are made to the base year of 1982-83, allowing for 10-year comparisons. Detail by ethnicity and gender are available beginning in fiscal year (FY) 1985-86 and analyses by institutional sector, by degree level, and by program area are also presented. Terms and definitions are provided at the report's end. Statistical appendices comprise over 90 percent of the report. Appendix A contains a listing of degrees aggregated by institution and program area. The other two appendices provide, respectively, lists of programs by Classification of Instruction Program (CIP) codes and an alphabetical list of program names with a crosswalk to CIP codes. Among the findings are the following: (1) statewide, 27,017 degrees were awarded in FY 1992, an 18 percent increase over FY 1983; (2) every institutional sector showed an increase in awards granted since the comparison year for FY 1983; (3) the largest degree level increases were in bachelor's degrees and master's degrees; (4) over a 3-year period from FY 1990 to FY 1992, the number of ethnic minorities increased at every degree level except at the doctoral degree level; and (5) over the same 3-year period from women received more degrees than men at every degree level except at the doctoral level. (GLR)

ED 367 239

HE 027 205

Efforts to Enhance Timely Completion of Baccalaureate Degree  
Programs at State-Supported Institutions of Higher Education  
(In Compliance with Directives of SB 92-155).

PUB DATE- Jan 94

NOTE- 31p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- \*Academic Persistence; \*Bachelors Degrees; College  
Credits; Core Curriculum; Educational Policy; Governance;  
Higher Education; Policy Analysis; \*Policy Formation; \*State  
Colleges; \*State Universities; Student School Relationship

IDENTIFIERS- \*Colorado; \*Time to Degree

This report responds to Colorado Senate Bill 92-155 by describing the policy changes, new policies and practices, and incentives established to accomplish the legislative purpose, namely, to reduce the average length of time that undergraduate students take to complete their degrees. The report summarizes governing board reports and the actions institutions have taken to assist students toward timely degree completion. It also summarizes board responses to three particular areas of concern which the bill mentions, namely: (1) possible effects of a reduction in the number of degree programs offered; (2) potential effects of increased student costs due to extended time to completion of degrees; and (3) possible effects on core curricula. Finally, the report outlines Commission recommendations for further action. Among the recommendations are the following: (1) governing boards of higher education should define and clearly

Ignazio; (22) "Implementing an Environmentally Safe Chilled Water System" by Theodore J. Weidner; (23) "Race Into the Twenty-first Century Fueled by Natural Gas" by Dorsey D. Jacobs; and (24) "Solid Waste Management: A Global Perspective" by Alan S. Bigger. Some papers contain references. An appendix lists annual meeting speakers. (JB)

ED 367 256

HE 027 223

Glazner, Steve, Ed.; Silberman, Gil, Ed.  
Comparative Costs and Staffing Report For College and University Facilities, 1991-92.

PUB DATE- 93

NOTE- 340p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- College Administration; Comparative Analysis;  
Construction Management; Costs; \*Educational Facilities;  
\*Employees; Employment Practices; \*Employment Statistics;  
\*Higher Education; Institutional Characteristics; Job  
Performance; Labor Force Development; \*Operating Expenses;  
Salaries; School Personnel; Tables (Data); Unions; Utilities;  
Wages

This publication is a biennial report that presents comprehensive data on higher education facilities staffing, maintenance, and operations. The data were collected in fall 1992 for the 1991-92 fiscal year and resulted in 502 usable surveys. A section of charts, graphs, and statistical reductions: (1) show institutional information; (2) describe the mean dollar cost per square foot of various institutional functions; (3) list the percentage of institutions that reported that the functional responsibility for each of the categories is contracted; (4) show the average number of full-time equivalent employees per institution for each job category; (5) show average annual salaries, exclusive of benefits, by job category; (6) cover the average hourly shop rate that institutions charge; (7) feature percentages of institutions that indicate job categories as unionized or provided by outside contractors; (8) present average utilities costs; (9) list average prices institutions paid for utilities; and (10) tally institutions responding to the survey. Indexes list all institutions in alphabetical order, cross-reference institutions according to classification code, list institution responses by state and country, and group public institutions by region and institution type. A final section contains tables of the "raw" data. (JB)

ED 367 257

HE 027 225

Peterson, Marvin W.; And Others  
Total Quality Management in Higher Education: From Assessment to Improvement. An Annotated Bibliography, Second Edition.

PUB DATE- Jan 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; College Administration;  
Educational Quality; \*Higher Education; Quality Control; \*Total  
Quality Management

This publication is an annotated bibliography of articles and key organizational sources on Total Quality Management (TQM) in

Control; Universities  
IDENTIFIERS- Great Britain

This book addresses the issues of educational quality from a British perspective considering how educational quality can be evaluated within the higher education system. It is intended for managers of colleges and universities where quality control is exercised and provides scientific techniques which will allow them to maintain and improve their standards of quality. It considers both qualitative and quantitative types of evaluation. The book also identifies changes which are expected to occur in the next decade and which will have an impact upon the post compulsory educational system. Areas discussed include: (1) quality and the role of performance indicators; (2) organization and resources; (3) students; (4) teaching and learning; (5) curriculum; and (6) standards and assessment. Appendices include a 1990 list of university management statistics and performance indicators; some performance indicators of research activity; the evaluation of a quality grade descriptor using an intelligent knowledge based system; and the procedures used for the calculations of input profile, output profile, and added value. Most chapters include references. Contains an index. (GLR)

ED 367 277

HE 027 251

Kibler, William L.; And Others

Academic Integrity and Student Development: Legal Issues and Policy Perspectives: The Higher Education Administration Series.

PUB DATE- 88

NOTE- 104p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - General (140)

DESCRIPTORS- \*Academic Standards; Case Studies; \*Cheating; Discipline Problems; Due Process; Higher Education; \*Legal Responsibility; Moral Development; Plagiarism; Policy Formation; \*Program Development; Student Behavior; \*Student Development; \*Undergraduate Study

This book addresses policy and legal issues for colleges and universities interested in developing comprehensive programs to respond to academic integrity issues. It is divided into four sections. The first section defines academic dishonesty, provides a contemporary context for the issue, describes the scope of the problem, and considers reasons students cheat. The next section examines how application of theories of student development and moral development might help to improve the quality of academic integrity on their campuses. The third section discusses the importance of prevention in dealing with academic dishonesty and the responsibility for prevention, and provides a chart summarizing strategies for detecting dishonesty and offers prevention strategies. The final section addresses legal issues and administrative procedures related to the resolution of academic dishonesty cases. Appendices examine the development of a program to protect academic integrity and presents a sample academic integrity code. Six case studies involving students caught cheating and the disposition of their cases are also included. A table of court cases which involve academic integrity is also provided. (Contains approximately 100 references.) (GLR)

ED 367 278

HE 027 252

Smith, Michael Clay

Crime and Campus Police: A Handbook for Police Officers and

works, placing a major emphasis on the role of computers as an aid in problem solving. The book is written with the underlying philosophy of discovery-based learning based on two premises: first, through the appropriate study of the discipline of problem solving, a student can get better at solving both school problems and nonschool problems; second, computers are a powerful aid to problem solving, and a student can get better at solving certain types of problems by learning to make appropriate use of computers. Methodologies that cut across all disciplines--such as journals, learning to learn, metacognition, and modeling--are discussed. The chapters are as follows: (1) Introduction; (2) You Are a Smart Person; (3) What Is a Problem?; (4) A Four-Step Plan for Solving a Problem; (5) Problem-Solving Strategies; (6) Getting Better at Thinking; (7) Transfer of Learning; (8) Modeling; (9) General Purpose Computer Tools; and (10) Computer Systems. A glossary is included. (TMK)

ED 367 298

IR 016 558

McCain, Ted D. E.

Teaching Graphic Design in All Subjects.

PUB DATE- 93

NOTE- 76p.; For related book, "Designing for Communication," see ED 366 012.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Communication (Thought Transfer); \*Computer Assisted Design; \*Computer Assisted Instruction; \*Computer Graphics; \*Design; Elementary Secondary Education; \*Graphic Arts; Learning Activities; Teaching Methods; Visual Stimuli

The goal of this document is to bring instruction in graphic design to the presentation of information in all subject areas and to encourage educators to embrace graphic design as a powerful tool for accomplishing the daily task of communicating information and ideas to students. The document uses activities to reinforce the concepts discussed in the related book, "Designing for Communication." The activities use examples of assignments from a number of different courses which can be transferred to different subjects. An introductory chapter contains sections on understanding graphic design as a life skill, teaching graphic design in all subjects, and using the activities in the document. The second chapter presents 38 sample communication and design activities. Each activity states the objective and description of the activity and any required background reading. (TMK)

ED 367 299

IR 016 559

Promises & Challenges. Proceedings of the Annual Conference on Multimedia in Education & Industry (2nd, Savannah, Georgia, July 29-31, 1993).

PUB DATE- Jul 93

NOTE- 172p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Authoring Aids (Programming); \*Computer Assisted Instruction; Early Childhood Education; Educational Environment; \*Educational Technology; Elementary Secondary Education; Higher Education; Hypermedia; Individualized Instruction; Instructional Design; Integrated Curriculum;

Word" (Pamela Skelly); "Don't Be Afraid To Enter the Electronic Schoolhouse" (Modie L. Moore); "The Middle School Computing Room: Lessons from a Learning Resources and Technology Center" (Bonnie Hanna); "Integrating Computers into the Curriculum: A Case Study" (Kristie Y. Foss); "Telecommunications: Your Gateway to the World" (Leigh M. Wajda); "Friendly Advice for the Computer Hesitant" (Cynthia Abate); "SNET Voice Link: Recreating a School Community" (Paul Perrelli); "The Leadership Role: Best of All...It Isn't Teacher-Proof!" (Daniel E. Kinnaman); "Planning for Technological Change" (Eugene A. Lynch); and "Planning and Implementing the Use of Technology in the Windsor Public Schools" (James R. Myers). (JLB)

ED 367 317

IR 054 846

Buckland, Michael

Redesigning Library Services: A Manifesto.

PUB DATE- 92

NOTE- 82p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Information; Bibliographic Databases; Change; Electronic Publishing; Futures (of Society); \*Information Technology; \*Library Automation; Library Catalogs; Library Collection Development; \*Library Planning; Library Role; Library Services; Library Standards; \*Technological Advancement; User Needs (Information)

IDENTIFIERS- \*Electronic Libraries; Printed Materials; \*Technological Change

Libraries exist for the benefit of the mind, but they have practical problems coping with the acquisition, storage, and handling of the documents and records with which they deal. Any change in technology that would have a significant effect on the methods available for these procedures could have important consequences for library service. The purpose of this book is to suggest some general bases for planning or to provide a general framework for thinking about future library services in light of changing technologies. Nine chapters address the following: (1) an introduction to the purpose of libraries, foundations of library service, types of libraries, and library users; (2) characteristics of the paper library, its strengths, its weaknesses, and attempts to remedy or compensate for the limitations of the technology of paper; (3) the automated library; (4) implications of the automation of bibliographies and of libraries' technical operations; (5) the rise of electronic documents and the nature of the electronic library; (6) consequences of the rise of the electronic library for collection development; (7) the needs and changing environment of library users; (8) management considerations; and (9) summary and conclusions related to technological change. A list of sources is appended, including electronic sources, bibliographies, reviews, specialized journals, and background material. (JLB)

ED 367 318

IR 054 847

Library Skills, English 200/201. Merrill Library, Utah State University.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

Blackburn, Jennifer O.

Retrieval Results of Unassisted Searches of Two General  
Periodical Indexes.

PUB DATE- Dec 93

NOTE- 34p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Authority Control (Information); Comparative  
Analysis; Databases; \*Indexes; \*Online Searching; Optical Data  
Disks; Problems; Public Libraries; Questionnaires; \*Relevance  
(Information Retrieval); \*Subject Index Terms; User Needs  
(Information); Users (Information); \*User Satisfaction  
(Information)

IDENTIFIERS- InfoTrac System; Printed Materials; Readers Guide to  
Periodical Literature

A survey of public library users was conducted regarding  
retrieval results of unassisted user searches in general  
periodical indexes. The data were analyzed to evaluate the  
impact or lack of impact of searching a CD-ROM index with  
loosely-controlled vocabulary and expanded-search capabilities  
(i.e., InfoTrac-General Periodicals Index) versus a print index  
with a more highly-controlled vocabulary (i.e., Readers' Guide  
to Periodical Literature). Statistics include the age of the  
searcher, the experience with searching indexes, the experience  
with computers, recall and precision retrieval results, and  
user satisfaction with retrieval results. Problem areas  
considered in InfoTrac were variant headings assigned for one  
individual and one heading assigned to two different people.  
The results of the study indicate higher user satisfaction with  
the electronic index even when recall and precision rates are  
lower than when using the print index. Overall results indicate  
users' precision scores are lower when multiple variant  
headings are used with no cross-references and that users are  
not aware of the inaccuracies of their searches. The user  
questionnaire is included in the appendix. (Contains 24  
references.) (Author/JLB)

ED 367 340

IR 054 871

Kindry, Jean L.

The Role of Information Studies in the Library Science  
Curriculum, 1993.

PUB DATE- Jul 93

NOTE- 31p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Curriculum Development; \*Curriculum Evaluation;  
Higher Education; \*Information Science; \*Library Education;  
\*Library Schools; \*Library Science; Professional Training

IDENTIFIERS- American Library Association

The purpose of this study was to examine what role information  
science courses play in the library and information science  
master's programs. The current course offerings of the 50  
American Library Association accredited schools in the United  
States were analyzed by designated categories to determine the  
percentages of: traditional library science courses; pure  
information science courses; and any combinations of the two.  
This paper explores the relationships between the two

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- Biographies; \*Library Development; Local History; \*Public Libraries; Social History

IDENTIFIERS- \*Barberton Public Library OH; Historical Methods; Historical Research; \*Library History; Ohio

The purpose of this paper is to relate the history and growth of the Barberton Public Library (Ohio) as it has been influenced by its founders and its six directors. The biography of prominent persons who have in some way affected the development of libraries is also considered to be part of library history. The following persons and their careers are discussed: Ohio Columbus Barber, founder of the town of Barberton and library directors Mary Taplin (1903-1914); Tallulah Kirk (1914-1943); Jean Galehouse (1943-1948); Elisabeth Bliler (1948-1966); Helen Bertsch (1966-1976); and Barbara Kirbaw (1976- ). (Contains 53 references.) (JLB)

ED 367 362

IR 054 910

Tristano, Debra A.

A History of the Tuscarawas County Public Library 1937-1960.

PUB DATE- Nov 90

NOTE- 43p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Interviews; Library Administration; Library Collections; \*Library Development; Library Facilities; Library Personnel; Library Services; Local History; \*Public Libraries; Questionnaires; \*Social History

IDENTIFIERS- Historical Methods; Historical Research; \*Library History; Tuscarawas County Public Library OH

Historical studies of public libraries are important because they provide insight into the development of these institutions and serve as an aid to future researchers. This paper examines the development of the Tuscarawas County Public Library (TCPL), in Ohio, for the years 1937-60, in order to discover how the library's building, budget, holdings, circulation, staff, and services were affected by such factors as: (1) the TCPL's various directors; (2) the opening of a new facility in 1937; (3) the expansion of extensive services; (4) World War II; (5) post-war fiscal problems; (6) the Korean War; and (7) competitive interests such as television. A schedule of interview questions is included in the appendices. (Contains 23 references.) (Author/JLB)

ED 367 363

IR 054 911

Dickerson, Dale

The Importance of User-Orientated Approaches in the Design and Implementation of Information Retrieval Systems.

PUB DATE- Dec 90

NOTE- 41p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Access to Information; \*Information Needs; \*Information Retrieval; Information Science; Information Services; \*Information Systems; Models; Needs Assessment;



attainment. (MAB)

ED 367 344

JC 940 130

Hurley, John

The Non-Native Student: Competency in Mainstream Classes.

Institutional Research.

PUB DATE- 89

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Achievement; \*Asian Americans; Community Colleges; \*English (Second Language); \*Freshman Composition; Grades (Scholastic); \*Hispanic Americans; Native Speakers; Predictor Variables; Program Effectiveness; Two Year Colleges; \*Two Year College Students

IDENTIFIERS- Rancho Santiago Community College District CA

A study was conducted in the Rancho Santiago Community College District to track the academic performance of 238 English-as-a-Second-Language (ESL) Asian students and 301 ESL Hispanic students for three semesters (fall 1987 through spring 1988). The students had entered English 101 classes by way of ESL 110, the highest level composition class for non-native students. The purpose of the study was to determine whether these students were more or less successful in English 101 than their native English-speaking counterparts, to compare the success rates of the Asian and Hispanic groups, to assess the predictive validity of the ESL grades for English 101 success, to determine whether the non-natives failing English 101 were as likely to fail other classes requiring moderate to heavy writing, and to examine whether additional hours of ESL preparation would significantly improve student performance in English 101. Asian students represented 16% of the English 101 enrollments for the period under investigation, while Hispanic students represented 20%. Study findings included the following: (1) the no-pass rate was 20% for native students, 15% for Asian students, and 23% for Hispanic students; (2) grades in ESL 110 were not reliable predictors of success in English 101, with A and B students failing at almost the same rate as C and Credit students; (3) a majority of the students who failed to complete English 101 did succeed in other departments such as history, political science, sociology, and philosophy; and (4) of seven current and recent ESL 110 instructors, all felt that current ESL offerings did not provide adequate preparation for English 101. (AYC)

ED 367 385

JC 940 134

Barkley, Christine

English Computer Critical Thinking Reading and Writing

Interactive Multi-Media Programs for Comparison/Contrast and Analysis.

SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.

PUB DATE- 94

NOTE- 98p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Teaching Guides (For Teacher) (052), Reports - Descriptive

(Program/Project Descriptions) (141)

courses to include communication and thinking skills in occupational-technical courses; and (3) extending general education values into applied coursework via writing-across-the-curriculum or including group work, class discussions, essay exams, out-of-classroom projects, and other active learning strategies in technical courses such as accounting or business. Community colleges can encourage a deeper engagement with the liberal arts and encourage greater attention to academic skills such as writing and problem-solving by requiring evidence of their orderly and incremental study in their career and professional programs. Contains 13 references. (BCY)

ED 367 402

JC 940 156

Beston, William C.  
Corporate Training and Tech Prep.

PUB DATE- 1 Feb 94

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Community Colleges; Cooperative Programs; Economic Development; Job Training; \*Labor Force Development; \*Labor Needs; Nontraditional Education; Program Descriptions; \*Retraining; \*School Business Relationship; Two Year Colleges; Vocational Education

IDENTIFIERS- Broome Community College NY; Tech Prep

To respond to local industry training needs, Broome Community College (BCC), in Binghamton, New York, has long provided long and short term training, workshops, seminars, and credit courses for regional companies and forged ongoing partnerships with local businesses. One such partnership has been formed with Universal Instruments (UI), a manufacturer of automation equipment for electronics assembly and testing. The partnership has adapted the concepts of Tech Prep education to establish a non-credit certificate program in applied technology at UI. The six-course program is targeted at UI employees without college degrees working in technical positions and offers instruction in math, principles of technology, communication, and problem-solving. A total of 36 students were placed in the initial certificate program, the graduates of which are eligible to enter one of several Associate in Technology degree programs at BCC which are designed to maintain a competent and skilled workforce. The certificate program uses video tapes, hands-on and laboratory experiences, and applied academics, rather than traditional lecture methods, and results have been encouraging. Employee feedback has been extremely positive and UI officials have indicated that updated employee skills have been a tremendous asset to the company. (BCY)

ED 367 403

JC 940 157

Alfred, Richard L., Ed.; Carter, Patricia, Ed.  
Changing Managerial Imperatives. New Directions for Community Colleges, Number 84.

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 93

NOTE- 119p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Information  
Analyses/State-of-the-art Materials - ERIC Information Analysis

described characteristics of successful remediation programs. Next, a pilot assistance course was developed and reviewed by the UCCC Skills Center staff and Psychology Department. The resulting one semester-hour course focused on general study skills, specialized vocabulary, style of quizzes and exams, analysis of learning style, and appropriate note-taking techniques, and was offered to eight students in Fall 1993. Five of the eight students achieved a grade of "A" or "A minus," while three withdrew. Informal discussions held with the completing students indicated that more than half believed that participation in the course assisted their understanding of concepts and success. Recommendations from the course validation process included the following: (1) the course should be further analyzed cooperatively among the Skills Center, Psychology Department, and student personnel services; (2) the course should continue to be offered and promoted; and (3) the questionnaire for course participants should be further analyzed and developed. Appendices include the course proposal, a course description and outline, a taxonomy of basic skills, related correspondence, suggested class topics, and the student questionnaire. Contains 26 references. (KP)

ED 367 419

JC 940 190

Bolge, Robert D.  
Development of a Plan To Make the Office of Institutional Research a Human Resources Development Utility at Mercer County Community College.

PUB DATE- Apr 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; Community Colleges; \*Faculty Development; \*Institutional Research; Questionnaires; \*Researchers; \*Research Utilization; School Surveys; Two Year Colleges

IDENTIFIERS- Mercer County Community College NJ

A study was undertaken at Mercer County Community College (MCCC) in New Jersey to establish a human resources development (HRD) utility role for the college's Office of Institutional Research (OIR). The study involved a search of current literature; a survey of OIRs at 14 New Jersey community colleges; interviews with 24 senior faculty members; and planning meetings with the president and deans at MCCC. Study findings included the following: (1) most of the community college OIRs provided a range of services to full-time faculty (e.g., student profiles, program evaluations, and test score analyses); however, only 5% to 10% of the faculty actually took advantage of these services, and services to faculty amounted to only 2% to 7% of the OIRs' annual activities; (2) faculty members informed of OIR resources felt that these resources could help them in self-development and improve their teaching and their management of the learning environment; (3) a practitioner-based research program would address the needs of faculty as expressed by both faculty members and administrators; and (4) senior MCCC administrators favored the idea of establishing an HRD-utility role for the OIR and were willing to support its implementation. The research produced five guiding principles which were used to develop an HRD-utility role for MCCC's OIR. Initial programs and services have been well received by full-time faculty. These principles can be used as a blueprint for other colleges to establish cost-effective HRD programs.

The printed materials and audiovisual materials are indexed separately by function area and setting. The function areas include safety, health, learning environments, guidance and discipline, families, program management, and professionalism. Setting categories for printed materials include family day care, infant and toddler care, resources, and training support. Settings for audiovisual materials are family day care, infant and toddler care, and training support. The materials are listed in alphabetical order following their respective indexes. Each entry includes the title, author, source, a brief annotation, and the item's function or setting categories. Some entries also include the price of the material. (TJQ)

ED 367 436

PS 021 743

Wiener, Judith; Harris, P. J.

Social Interaction of Children with and without Learning Disabilities in Dyads and Small Groups.

PUB DATE- Mar 93

NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (60th, New Orleans, LA, March 25-28, 1993). Some pages contain broken type.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary School Students; Females; Foreign Countries; Group Dynamics; Interaction Process Analysis; Intermediate Grades; \*Learning Disabilities; Males; \*Peer Relationship; \*Sex Differences; Student Attitudes; \*Student Behavior

IDENTIFIERS- Toronto Board of Education ON

To investigate differences in social behavior between learning disabled (LD) and non-learning disabled (NLD) children in different size groups and to examine the association between children's social behavior and acceptance by their peers, a study was conducted of 44 LD and 50 NLD boys and 7 LD and 13 NLD girls from fourth, fifth, and sixth grade classrooms in Toronto, Ontario, Canada. The children were videotaped constructing an art project during two sessions: first, in same-sex dyads, one-third of which were both LD, one-third both NLD, and another third mixed; and again in same-sex groups of six containing both LD and NLD children. In general, LD children behaved less competently than NLD children in both dyads and groups, although both LD and NLD behavior was related to gender, group size, and peer acceptance. Specific findings included the following: (1) NLD boys tended to ignore the LD boys in dyads and to engage them in the activity through instructions in groups, while NLD girls tended to positively interact with LD girls in dyads but ignore them in groups; (2) negative remarks by LD boys were less evident in dyads than in groups, while LD girls engaged in high levels of giggling in dyads but were extremely passive in the group situation; and (3) for both boys and girls, more active NLD children were more liked, while more active LD children were less liked. Detailed findings for dyads and groups by sex and an inventory of verbal exchanges are appended. (BYC)

ED 367 437

PS 021 783

Moss, Deborah L.

Art Therapy for Young Children: A Review of the Research and Literature.

PUB DATE- 9 Aug 93

appendixes provide an alphabetical list of the programs cited in the book, 27 bibliographic references on parent involvement, a list of 27 parent involvement organizations, and a list of programs contacted but not included in the book. (SM)

ED 367 455

PS 022 037

Chang, Hedy Nai-Lin

Affirming Children's Roots: Cultural and Linguistic Diversity in Early Care and Education.

SPONS. AGENCY- James G. Irvine Foundation, San Francisco, CA.

PUB DATE- 93

NOTE- 111p.; Funding also provided by the Miram and Peter Haas Fund.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cultural Awareness; \*Cultural Differences; \*Day Care; \*Day Care Centers; Early Childhood Education; Ethnic Groups; Ethnicity; \*Multicultural Education; \*Multilingualism; Program Descriptions; Questionnaires; Racial Differences

IDENTIFIERS- Anti Bias Practices; California; Culturally Relevant Curriculum; \*Culturally Responsive Education; \*Cultural Sensitivity

This report documents for the first time the growing ethnic mix of center-based child care in California. Based on a survey of 434 centers in 5 California counties selected for their ethnic and geographic diversity and large child populations, the report presents several types of information. First, it documents the scope of the demographic challenges facing child care centers by presenting the findings of the demographic analysis of the centers surveyed. Second, the report provides an understanding of the importance of culturally and linguistically appropriate early care and education by referring to relevant research and literature. Finally, the report describes the everyday activities of several innovative child care centers in California that offer examples of culturally and linguistically appropriate care. The report makes recommendations for further research and calls for immediate action from the following groups: (1) California state agencies; (2) the federal government; (3) professional associations; (4) the statewide resource and referral network in California; (5) training institutions; and (6) private foundations. Three appendixes contain a methodology report, the child care center survey instrument, and a 63-item annotated list of books, articles, and other materials. A separate 8-page "Executive Summary" is appended. (TJQ)

ED 367 456

PS 022 039

National Poison Prevention Week Promotional Materials.

PUB DATE- 94

NOTE- 65p.; Portions contain extremely small type.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Accident Prevention; Child Caregivers; Health Materials; Health Promotion; Older Adults; Parents; \*Poisoning; \*Poisons; \*Safety; Young Children

Appendix B contains marginally legible print.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Educational Assessment; Educational Quality; \*High Risk Students; Language Acquisition; Parent Education; Parent Participation; \*Preschool Education; \*Program Effectiveness; Program Evaluation; State Programs

IDENTIFIERS- \*Saginaw City School System MI

This report documents the activities undertaken to evaluate the state-sponsored prekindergarten program for at-risk 4-year-olds conducted by the Saginaw, Michigan school district. Entitled Michigan Early Childhood Education Preschool (MECEP), this program was serving 280 children at the beginning of the 1993 school year. The process evaluation activities consisted of observations in one classroom of each MECEP teacher, and focused on cognitive, psychomotor, and language development, as well as on activities that involved parent participation and education. The observations revealed that: (1) required activities were taking place on a daily basis in all classrooms; (2) a record of parent participation was maintained in all eight classrooms; (3) labels were posted on objects throughout the classrooms to assist in word recognition, although more work was needed to maintain the use of the common set of 25 objects; and (4) teachers were employing language production and enhancement techniques, but frequency varied widely by site. Four appendixes list MECEP students by building and provide copies of the program description, observation checklists, and the number of times teachers employed language production and enhancement techniques. (MDM)

ED 367 475

PS 022 116

Brodkin, Margaret; And Others

Every Kid Counts: 31 Ways To Save Our Children.

PUB DATE- 93

NOTE- 232p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- Adults; \*Child Advocacy; Child Health; Childhood Needs; Child Rearing; Children; \*Child Welfare; \*Helping Relationship; Parents; Public Policy; Quality of Life; \*Social Action; Social Problems

Noting the deteriorating quality of life for children in America, this book suggests ways adults can help improve the lives of children. The major portion of the book provides chapters elaborating on each of 31 suggestions: (1) "Turn Off the Tube"; (2) "Champion Public Education"; (3) "Have Fun with a Kid"; (4) "Adopt a Child-Care Center"; (5) "Fight Childhood Poverty"; (6) "Defend the Children's Safety Net"; (7) "Help a Child Avoid Having a Child"; (8) "Do Something about Child Abuse"; (9) "Include Children with Disabilities"; (10) "Keep a Child's Creative Spirit Alive"; (11) "Feed a Hungry Child"; (12) "Hire a Youth"; (13) "Make Your Company Child-Friendly"; (14) "Unlearn Prejudice: They're All Our Children"; (15) "Stop Cigarette Ads from Killing Our Kids"; (16) "Just Say No to the Liquor Lobby"; (17) "Help a Kid Kick Drugs"; (18) "Make Children's Health Care a Right"; (19) "Understand Why Kids Run Away"; (20) "Bring Young and Old Together"; (21) "Make Your Neighborhood Safe for Kids"; (22) "Lobby for Kids at Budget

violence, abuse, and neglect than in the 1960s and 1970s. Infant mortality, teenage pregnancy, substance abuse, and high school dropout rates in the United States are also very high in comparison to rates in other developed nations. All of these trends have a negative effect on industrial productivity, and on the ability of young adults to find secure, well-paying jobs. Health care plans that promote healthy children are a wise business investment, since parents of healthy children miss less work time and have higher morale. Healthy children also make better students and are more likely to become productive workers. Overall, employers will benefit from higher employee morale, lower turnover, and reductions in health care costs, absenteeism, accidents, and workers' compensation claims. Contains 28 references. (MHW)

ED 367 494

PS 022 171

Stoney, Louise; Zeller, Dennis  
Improving the Kansas Child Care System. A Report Prepared for the  
Kansas State Legislature and the Corporation for Change.  
SPONS. AGENCY- National Conference of State Legislatures, Denver,  
CO.

PUB DATE- Apr 93

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- \*Child Caregivers; Costs; \*Day Care; Early Childhood  
Education; \*Family Programs; Fees; Financial Support; \*Program  
Evaluation; Public Policy; \*State Programs; Supply and Demand;  
Welfare Services

IDENTIFIERS- Child Care Costs; \*Kansas; \*Seamless Funding;  
Subsidized Child Care Services

This report describes each of the child care funding streams administered by the Kansas Department of Social and Rehabilitation Services (SRS), the policies and procedures that guide the administration of these funds, and the new KsCares child care automation system that will soon be implemented. These policies, procedures, and systems are then analyzed to determine the extent to which they support "seamless" services; that is, a child care delivery system that offers continuous child care assistance as families move from public assistance to self-sufficiency. In reviewing the Kansas subsidy system from the perspective of seamless funding, the report explores the mechanism used to pay for child care subsidies; the rules, regulations, and procedures that govern each of these funding streams; and the administrative structure and fiscal management structures. The report also assesses the extent to which families who participate in the SRS subsidy system are able to choose from a range of child care options and select care that they feel is most appropriate for their family. The report makes 33 recommendations for: (1) ensuring consistency in rules, regulations, and procedures; (2) streamlining administrative procedures; (3) creating an automated seamless system; (4) expanding supply and demand data; (5) strengthening parent choice and child care supply; (6) expanding training and staff development; and (7) improving coordination with other funding streams. (TJQ)

ED 367 495

PS 022 172

FAAIR Coalition Report.

PUB DATE- Jan 93

involvement, and guidelines for action planning. (KS)

ED 367 515

RC 019 496

Boloz, Sigmund A.; Blessing, Christian  
Walking on Sacred Ground: A Navajo School-within-a-School Model.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Academic Achievement; \*American Indian Education;  
\*Cooperative Planning; Educational Innovation; \*High Risk  
Students; \*House Plan; Limited English Speaking; Literacy;  
Navajo (Nation); Participative Decision Making; Primary  
Education; Reservation American Indians; \*School Based  
Management; Teacher Attitudes; \*Team Teaching

IDENTIFIERS- \*Ganado Primary School AZ; Teacher Empowerment  
Teachers at the Ganado Primary School in rural Arizona  
established an instructional team to form a "School-within-a-  
School" (SWAS). The school is located on the Navajo reservation  
and serves 450 K-2 students who are predominately "at risk" and  
limited-English-proficient. Over a period of 8 months, the  
faculty researched and discussed the concept. Eight teachers  
highly committed to the idea decided to launch a SWAS. There  
were three kindergarten, three first-grade, and two second-  
grade teachers. The philosophy of the SWAS was child-centered,  
process-oriented, and literacy-based. Teachers on the team  
visited each other's classrooms, met frequently to plan  
thematic structures, and engaged in collaborative activities.  
Camaraderie developed among teachers and students in the SWAS,  
and transitions to the next grade were easier for all involved.  
Higher student achievement within the SWAS was indicated by  
scores on the Iowa Test of Basic Skills, the Gates MacGinitie  
Reading Test, a district-wide writing assessment, and  
assessments of attitudes toward reading. The nonparticipating  
portion of the student body served as the control group. The  
school expanded the instructional team concept and is now  
divided into three smaller SWAS. (KS)

ED 367 516

RC 019 497

Reducing Baby Bottle Tooth Decay. A SERVE Research Brief.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 89

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*American Indians; Child Rearing; Community  
Involvement; Community Programs; Cultural Influences; \*Dental  
Health; \*Early Intervention; \*Health Education; Health  
Promotion; \*Infants; \*Parent Education; Prevention; Program  
Development

IDENTIFIERS- \*Baby Bottle Tooth Decay; Bottle Feeding

This pamphlet discusses strategies for reducing baby bottle tooth  
decay (BBTD) among Native American children. BBTD in infants  
and toddlers is a painful disease characterized by extensive



LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Beginning Teacher Induction; \*College Faculty;  
Higher Education; \*Internship Programs; \*Mathematics  
Instruction; \*Mentors; Postdoctoral Education; Program  
Descriptions; Program Evaluation; Teacher Education; Teacher  
Interns; \*Teaching Skills

IDENTIFIERS- Saint Olaf College MN; \*Teacher Socialization

More Ph.D. mathematicians are going into teaching positions with relatively little training or experience in college teaching. This document reports on a project in which Ph.D. mathematicians were given teaching internships at St. Olaf College, Northfield, Minnesota, in order to develop teaching skills, promote research activity, facilitate teacher socialization of the interns, develop future leaders in the profession, and enhance the viability of using mentors to accclimate new teaching faculty. The first section of the report provides background information and a rationale for the project. The second section describes the hiring of interns, the training of mentors, and project activities. The third section presents the project goals. The fourth section indicates present and predicted project outcomes. The project directors conclude that: (1) the program is attractive to Ph.D. mathematicians; (2) the postdoctoral program is effective in creating master classroom teachers; (3) interns gain professional know-how that, in turn, invigorates the veteran faculty; (4) effective teaching entails a complicated symbiosis of personality, technique, philosophy, and understanding of mathematics; and (5) release time built into the program is critical to its success. Three appendices contain recruiting materials, consultants' reports, and conference materials. (MDH)

Ed 367 534

SE 053 885

Zucker, Andrew A.; Esty, Edward T.

Promoting Discourse in Mathematics Classrooms Using a New Video Series for Middle Schools.

PUB DATE- Apr 93

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Beliefs; Classroom Communication; Educational Technology; Educational Television; Elementary School Students; Grade 5; Grade 6; Heuristics; Instructional Material Evaluation; Instructional Materials; Intermediate Grades; \*Mathematics Instruction; \*Middle Schools; \*Misconceptions; Problem Solving; Student Attitudes; \*Student Evaluation; Teacher Attitudes; \*Videotape Recordings

IDENTIFIERS- \*Becoming Successful Problem Solvers; \*Discourse; Middle School Students

"Becoming Successful Problem Solvers" is a 12-episode video series designed for use with middle school students. The materials are intended to create new assessment tools for teachers, to develop instructional devices that are useful in promoting problem solving in middle school classrooms, and to promote classroom discourse about problem solving and misconceptions about mathematics. From a pool of volunteer teachers in 3 counties, 28 pairs of fifth- and sixth-grade classrooms were chosen. In each pair, one classroom was

educational reform. The importance of close collaboration based on mutual respect among practitioners at the school, college, and graduate levels is discussed. United States Department of Education standards and state frameworks are cited for the development of criteria to establish national content standards that will turn the idea of multilevel collaboration into practice. (DK)

ED 367 554

SO 023 565

Hollinshead, Byron

The Proposed U.S. History Standards: A Report. Occasional Paper.  
PUB DATE- May 93

NOTE- 6p.; For related documents, see SO 023 564-566.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Standards; Course Content; \*Curriculum Development; Elementary Secondary Education; \*History Instruction; Learning Activities; \*Social Studies; \*United States History

IDENTIFIERS- \*United States History Standards

This report discusses the reactions of the U.S. focus group of the National Council for History Education to proposed standards for the U.S. history curriculum. General concerns of classroom teachers about the proposed standards include the lack of a developmental concept from kindergarten through grade 12, and too much influence of present-mindedness. The participants suggested two serious obstacles to the application of the standards: (1) not enough time in the normal curriculum to cover the recommended material effectively, and (2) the majority of K-12 teachers do not have the educational background and training necessary to teach in a history curriculum based on the adoption of these standards. Group comments are broken down into nine areas: (1) criteria, including suggestions on wording in criteria 1, 9, 12, and 15; (2) major themes (history of science is not included and should be); (3) periodization; (4) content standards; (5) process standards (the emphasis on critical thinking and historiography may be too optimistic); (6) performance standards (a glossary was suggested, and the standards for grades 9-12 should build on earlier grades, not repeat them; (7) suggested teaching and learning activities; (8) feasibility (the scope and approach of the standards would almost certainly require more than two years of history); and (9) accommodating variability. The group suggested that ideally the United States history and the world history teams should get together to develop several model programs so that curriculum planners could have effective guidance. (DK)

ED 367 555

SO 023 566

Scott, John Anthony

Historical Literature and Democratic Education. Occasional Paper.

PUB DATE- May 91

NOTE- 6p.; For related documents, see SO 023 564-565.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Biographies; \*Citizenship Education; Democracy; Historiography; \*History Instruction; \*Instructional Materials; \*Primary Sources; Secondary Education; Social Studies

IDENTIFIERS- Mead (Edwin Boak); Old South Meeting House MA

research report. The 10 discussion papers that make up this document deal with the 10 core factors of influence that formed one main axis of the study's theoretical framework for inquiry. A diagram illustrates this framework. The discussion papers were used to focus and encourage feedback from academic staff in the leadership of the scientific and technological disciplines surveyed in the WISTA project. The project tested knowledge and attitudes and sought informed opinions on needs and priorities by circulating a discussion paper for each of the 10 factors. The 10 core factors were then related to four concepts: (1) institutional ecology; (2) critical mass; (3) the perceived masculinity or femininity of disciplines; and (4) the constructed style and content of scientific and technological disciplines. The 10 factors and papers concern: (1) same sex role models as a positive factor of influence for women; (2) the mentor process, potentially negative or positive; (3) the image of different branches of science and technology (male, female, or sex neutral; socially responsible or systems and machine oriented); (4) male attitudes to females in nontraditional disciplines; female attitudes (self-esteem, or towards peers); (5) single-sex versus coeducation as positive or negative influences; (6) prerequisites and school patterns of curricular choices as critical filters; (7) mathematics as a negative critical filter; (8) careers education and vocational counseling as positive or negative influences; (9) women's support networks as positive influences; and (10) affirmative action projects in science and technology as positive influences. (BK)

ED 367 573

SO 023 722

Nuho, Leslie S., Ed.; Hurd, Robert, Ed.

Arab World Almanac 1993.

PUB DATE- Jul 93

NOTE- 96p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Cultural Differences; Curriculum Enrichment;

\*Democracy; \*Females; Foreign Countries; High Schools; \*Islamic Culture; Maps; Social Studies

IDENTIFIERS- \*Arab States; \*Asia (Central)

This document is a collection of three lessons to assist high school teachers in introducing the Arab world to their classrooms. The intended purpose of the lessons is to promote greater cross cultural awareness, understanding of the interdependence of peoples and nations, and appreciation for the different approaches other cultures may choose in trying to solve the social, economic, political, and environmental problems that everyone share. The three lessons contained in this document are: (1) Women and the Family in the Arab World; (2) Central Asia, Past and Present; and (3) Government and Democracy in the Arab World. Each lesson includes lesson objectives, classroom exercises and activities, and suggested background references. The first lesson includes a background essay on women and the family, an essay on the veil and one comparing marriage and family law in the United States and the Arab world, and a short story. Statistical charts on urbanization, labor, education, and literacy also are included in this lesson. The second lesson has a background essay on Central Asia and an essay on the Aral Sea in crisis. Three charts are included: (1) Cyrillic and Arabic alphabets; (2) land and population in Central Asia; and (3) steps to

classification, rather than deep structure understandings. It also outlines the beginner's uncertainty about the usefulness of past schemas and uncertainty about which details are most important, which leads to a focus on all of the details. The paper also discusses the question of when people actually are beginners and proposes that people come to this world not as blank slates but with personality and talents which unfold and grow in response to their environment. (Contains 18 references.) (JDB)

ED 367 591

SP 034 918

Mays, Judy L.; Pollard, Joyce S.  
Network. Regional Policy Analysts and Advisors.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, D.C.  
PUB DATE- Jul 93  
NOTE- 22p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Collected Works - Serials (022), Opinions/Personal  
Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Educational Change; Educational Environment;  
Educational History; \*Educational Policy; Elementary Secondary  
Education; \*Equal Education; Higher Education; \*Minority Group  
Teachers; Preservice Teacher Education; School Restructuring;  
Teacher Improvement; \*Teacher Recruitment; \*Teacher Role;  
Teaching (Occupation)  
IDENTIFIERS- Professional Development Schools;  
Professionalization of Teaching; Reform Efforts; \*Systemic  
Change

This publication contains two articles which focus on the teaching profession within the context of systemic reform. The first article, "Systemic Reform: Teachers and the Condition of Teaching," discusses the role and the preparation of teachers. The level of coordination among the various systems that relate to the teacher's role is greater for current systemic reform efforts than for earlier reform efforts. Professionalizing teaching may be a starting place for changing the role of the teacher, and both teacher preparation and teacher development are vital components of the overall process. With regard to policy development, ideas that support and promote systemic change include: coordinated policy development, new governance structures, new incentive structures, leadership development, and new teacher development systems. One promising teacher development strategy is the establishment of professional development schools. The second article, "Two-Way Streets: Improving Attraction and Access of Minorities to Teaching," focuses on the education pipeline that produces minority teachers. Demographic, economic, and social forces are producing an educational context which demands increasing representation of minority group teachers within the profession as part of a coordinated approach to providing equal access to education for all children. Both the informal context of education (e.g., family, community) and the formal context (e.g., schools, government, state boards of education, professional associations) influence whether minority group students are attracted and retained by the teacher preparation system. Ten proposals for improving minority access to teaching are listed. (IAN)

ED 367 592

SP 034 951

Spearman, David Lee

portfolio exit conferences, discussions with colleagues, sample portfolios, and course materials related to portfolio development. Lessons were learned and refinements made in each of the four semesters. Among the items found to be helpful for a teacher initiating portfolio assessment were: clearly identify purpose(s); involve students in the process; schedule work-in-progress and information sessions; provide written descriptions, explanations, and expectations; display exemplar portfolios; link process/product to overall program goals; conduct exit conferences; systematically monitor impact on student learning and modify accordingly; and, if possible, work with a colleague to initiate or refine use of portfolio assessment. Appendixes provide: samples of a formative assessment (midterm portfolio); a final portfolio; assessment criteria; a portfolio scoring rubric; discussion of portfolios as progress and product; a construction metaphor; and portfolio summary data including categories of evidence such as growth and development, and change in perspective or belief. (Contains 21 references.) (LL)

ED 367 609

SP 035 031

Bruneau, Beverly; And Others  
Exploring Preservice Students' Perceptions of Literacy  
Instruction: Listening to Students.

PUB DATE- 4 Dec 93

NOTE- 36p.; Paper presented at the Annual Meeting of the National Reading Conference (Charleston, SC, December 4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- \*Action Research; \*Beginning Reading; Conceptual Tempo; Field Experience Programs; Higher Education; \*Instructional Effectiveness; Integrated Curriculum; Interviews; Journal Writing; \*Methods Courses; Preservice Teacher Education; Primary Education; Reading Instruction; \*Reading Processes; Student Experience; \*Student Teacher Attitudes; Student Teachers; Student Teaching; Teacher Educators; Teaching Experience

IDENTIFIERS- Preservice Teachers; \*Reflective Teaching

This study investigated instructional practices in a literacy methods course in a teacher education program that was developing a reflective and integrated approach to university courses and school experiences. Along with coursework, students plan and teach lessons for children in a partnership school in which teachers have begun the process of holistic curricular change. Reflective practice is interwoven throughout the course as students respond in journals to course content and the effectiveness of their lessons, children's learning, their own professional learning, and life in schools. An initial study involving three outstanding preservice students was followed by a study involving nine outstanding and average preservice students. Findings revealed that: the co-constructed syllabus did not meet students' needs; the majority of students did not find journal writing to be personally helpful; students responded positively to small group work within class sessions, demonstration lessons, and parallels between the methods class and the kind of teaching advocated for young children; and students' concerns after having classroom experience centered around classroom management and meeting individual needs. Implications for teacher education are discussed. The appendixes contain information about the research design, the field experience, and group interviews. (Contains 34

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs

(132), Reference Materials - Bibliographies (131)

DESCRIPTORS- American Indians; Asian Americans; Blacks; Cultural Awareness; Cultural Influences; \*Cultural Pluralism; Elementary Secondary Education; \*Ethnic Groups; \*Health Education; Hispanic Americans; Minority Groups; \*Multicultural Education

IDENTIFIERS- African Americans; Diversity (Student)

This bibliography/directory was developed to assist health educators in providing culturally appropriate comprehensive health education for individuals of diverse cultural, linguistic, religious, and ethnic backgrounds. It lists 21 books, curricular materials available from 31 sources, 9 sources of data, 49 funding sources, 4 journals, 22 journal articles, 5 newsletters, over 50 national organizations, 4 proceedings, 18 technical and research reports, and 7 sources of training and training materials. The materials focus on learning to accept and appreciate diversity, determining bias in instructional materials, and developing multicultural and nonsexist educational programs. Some materials deal with specific cultural groups, including Hispanic, African American, Native American, and Asian and Pacific Islander individuals. (JDD)

ED 367 629

SP 035 066

Promoting Adolescent Health. Symposium on Research Opportunities in Adolescence (3rd, June 1993). Working Papers.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Adolescents; \*Behavioral Objectives; Foreign Countries; Health Education; \*Health Promotion; Higher Education; Perspective Taking; Policy Formation; \*Poverty; Research Needs; Secondary Education; \*Sexuality; \*Violence

IDENTIFIERS- Canada; Mexico; United States

This symposium addressed key findings of the Carnegie Council on Adolescent Development-sponsored book "Promoting the Health of Adolescents: New Directions for the Twenty-First Century." A panel of experts focused on science policy implications of critical issues in adolescent health promotion that have proven difficult to address such as the effects of poverty, adolescent sexuality, and violence. Included on the panel were experts from Canada and Mexico who provided an international perspective on adolescent health promotion. Following an introduction by Elena O. Nightingale, special advisor to the President, Carnegie Corporation of New York, the following chapters are presented: (1) "Historical Perspective on Adolescent Health Promotion"; (2) "Health-Enhancing and Health Compromising Behaviors during Adolescence" (Delbert S. Elliott); (3) "Poverty, Health, and Adolescent Health Promotion" (William Julius Wilson); (4) "Promoting Healthy Adolescent Sexuality" (Herant Katchadourian); (5) "Promoting Safety and Nonviolent Conflict Resolution in Adolescence" (Mark L. Rosenberg); and (6) "Cross-National Perspectives: Views of Adolescent Health Promotion from Canada and Mexico" (Ivan B. Pless--Canadian Perspective, Anameli Monroy--Mexican Perspective). In his concluding remarks, David A. Hamburg, President, Carnegie Corporation of New York, states that most

DESCRIPTORS- Administrator Attitudes; Administrators; \*Age Differences; Attitude Measures; Comparative Analysis; Elementary School Teachers; Elementary Secondary Education; \*Group Membership; Secondary School Teachers; Teacher Attitudes; \*Teacher Characteristics; Teacher Educators; \*Teacher Influence

IDENTIFIERS- Preservice Teachers

The purpose of this study was to examine the extent to which age might be related to perceptions of teacher influence associated with student success. The study used a survey to examine differences between the perceptions of preservice teachers (N=349), inservice teachers (N=253), school administrators (N=123), and university professors (N=39) about which teaching characteristics are the most essential to student success in the classroom. The survey consisted of three sections: (1) 16 teacher characteristics to be rated; (2) an opportunity to select and rank order 3 important teacher characteristics; and (3) demographic information. Results suggested a significant interaction effect for both group and age variables. While age did not appear to be as strong an influence on the perceptions of preservice and inservice teachers, it seemed to influence the perceptions of administrators and professors. Five variables (foster positive self-esteem in students, possess self-confidence, present subject matter in an interesting way, teach students to think for themselves, and show enthusiasm when teaching) were found to be significantly related to the interaction. (Contains 23 references.) (LL)

ED 367 648

SP 035 094

Bigham, Sandi S.

An Analysis of Microcomputer Use among Tennessee Science Teachers.

PUB DATE- Nov 93

NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-

South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Computer Uses in Education; Elementary School Science; Elementary Secondary Education; \*Microcomputers; \*Rural Schools; Rural Urban Differences; \*Science Teachers; Secondary School Science; State Surveys; \*Student Attitudes; Suburban Schools; \*Teacher Attitudes; Urban Schools

IDENTIFIERS- \*Tennessee

To study the perceived needs of the rural science teacher a random sampling of rural and non-rural Tennessee teachers (200) responded to a survey which addressed several areas of concern. This paper deals only with questions concerning microcomputer use--the availability of computers for teachers' use, frequency of student computer use, frequency of teacher computer use, and primary purposes for using the computer. Data analysis revealed that computers have had little impact on science education in Tennessee's secondary schools and are being used to only a limited degree; in a large percentage of schools, computers are not being used at all. There did not appear to be any inequities in computer availability between rural and non-rural schools, however, science teachers appeared to be uneasy about fitting computers into their daily routines. In light of the findings in this research, two recommendations are made: the study should be expanded to include findings of the other participating states, and combining of data across the states would result in a large enough pool of computer teachers for

curriculum materials, a list of resources, and a list of textbooks used in the program are attached. (Adjunct ERIC Clearinghouse on Literacy Education) (Author)

ED 367 201

WE 027 132

Wechsler, Harold, Ed.

The NEA 1994 Almanac of Higher Education.

PUB DATE- 94

NOTE- 217p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - General

(130), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrators; Collective Bargaining; \*College Faculty; Court Litigation; Educational Finance; Faculty Workload; Federal Legislation; Fringe Benefits; \*Higher Education; Public Policy; Retirement; Salaries; \*Teacher Salaries; Unions

IDENTIFIERS- \*Almanac; \*National Education Association

The 1994 edition of the NEA Almanac of Higher Education offers this year, in addition to the usual statistical data that the almanac has traditionally provided, seven articles that analyze important trends in higher education by leading scholars from across the nation. "Faculty Salaries, 1992-1993" by John B. Lee gives a detailed analysis of salary trends and factors associated both with the lack of real increases in faculty salaries over the last 3 years and those associated with higher salaries. "Workload and Productivity in an Accountability Era" by Henry L. Allen examines the changing political, economic, and social climate, the changing demands of an academic career, and the evidence about faculty workload and productivity as well as changing working conditions, demographics, and productivity. "The Value of Teaching, Research, and Service" by James S. Fairweather reports on a study of the relation between faculty pay and teaching and instruction, research and scholarship, administration, and public service. "Trends in Bargaining" by Christine Mainland and Rachel Hendrickson uses results from an analysis of 120 contracts to focus on impact of the Family Medical Leave Act, sexual harassment issues, and retrenchment and layoff provisions in contracts. "State Policy and Budget Developments" by William Zumeta and Janet Looney examines how access to education imperatives collide with supply side constraints and public skepticism about higher education. "Benefits and Retirement" by Jay L. Chronister demonstrates how changing faculty demography and rising health care costs strongly influence institutional and individual decisions about retirement and benefits. "Administrative Staff: Salaries and Issues" by David C. Montgomery and Gwendolyn L. Lewis describes national trends in demographics, qualification, compensation, and career paths over the last decade. All papers contain extensive references. Part 2, the Faculty Salary Report, contains statistical information for 3,194 institutions organized by state, institutional type and control. (JB)

ED 367 202

WE 027 150

Brown, Patricia Q.

Salaries of Full-Time Instructional Faculty on 9- and 10-Month Contracts in Institutions of Higher Education, 1982-83 through 1992-93. E.D. TABS.



Quality Improvement (CQI), as Total Quality Management is known in the field of higher education, and underscores its usefulness and relevance for higher education. Papers have the following titles and authors: "The Roots of the TQM Movement" (Warren Schmidt and Jerome Finnigan); "Implementing Total Quality Management: A Process of Cultural Change" (Jeffrey Heilpern and David Nadler); "Quality Gurus: The Men and Their Message" (Joseph Oberle); "The Leader's New Work: Building Learning Organizations" (Peter Senge); "Questing for the Best"; "Where Employees Are Management"; "USAA: Premium Treatment"; "Improving the Quality of White-Collar Work" (Beverly Geber); "The Welcome Heresies of Quality" (Robert Galvin); "How Ritz-Carlton Won the Baldrige Award" (Edward Watkins); "Total Quality Management in Health: Making It Work" (Curtis McLaughlin and Arnold Kaluzny); "Quality for Cities" (Joseph Sensenbrenner); "Transforming Schools through Total Quality Education" (Mike Schmoker and Richard B. Wilson); "Parallels between Beming and Innovative Learning" (Anne D. Forester); "TQM: A Time for Ideas" (Ted Marchese); "Total Quality Education?" (Charles Bonser); "A New Aim" (Maury Cotter and Daniel Seymour); "Assessment, CQI, and Faculty Culture" (Clara Lovett); "Involving Faculty in TQM" (K. Patricia Cross); "Helen, Harry, and Sue" (Daniel Seymour); "Samford University's Quality Story" (John W. Harris); "TQM on Campus: Implementing Total Quality Management in a University Setting" (L. Edwin Coate); "Bringing Total Quality Improvement into the College Classroom" (W. Lee Hansen); and "Total Quality and Academic Practice: The Idea We've Been Waiting For?" (Peter Exell). Some papers contain references. (JDB)

ED 367 221

HE 027 186

Bautista, Edna R.  
 Baccalaureate Origins of Education Doctorates around the World.  
 PUB DATE- 18 Feb 94  
 NOTE- 23p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Reports - Research/Technical (143)  
 DESCRIPTORS- \*Doctoral Degrees; \*Education Majors; \*Foreign Countries; Graduate Study; Higher Education; Incidence; Professional Education; \*Schools of Education; Teacher Educator Education  
 This study focused on which countries (besides the United States) produced the most doctorates in the education field, based on data provided by the National Research Council. The study combined the baccalaureate origins of education doctorates with the rankings of countries, and considered each country's cultural, social, economic, and political practices. Findings include: (1) the top five ranked countries which produced the most doctorates in education were respectively, Canada, Thailand, Iran, South Korea and Taiwan (tie), and Nigeria; (2) the countries that produced the most men doctorates in education were Canada, Iran, Saudi Arabia, Nigeria, and South Korea; (3) the countries which produced the most women doctorates in education were Thailand, Canada, Taiwan, South Korea, and the Philippines; (4) the top-ranked countries which produced more men than women doctorates in education were Saudi Arabia, Nigeria, Iran, Canada, and Egypt; and (5) the top-ranked countries which produced more women than men doctorates in education were Thailand, the Philippines, Hong Kong, Brazil, and West Germany. The study notes that the U.S. produced more doctorates in education than all the other countries combined between 1980 and 1989, and it hypothesizes that those nations

communicate to students the number of credits and the number of semesters of full-time study normally expected for completion of undergraduate degrees and identify the conditions that would justify degree programs that exceed those guidelines; (2) academic council members and Colorado Commission of Higher Education staff should identify possible incentives for students to take greater advantage of advanced placement courses and credits as a means of enhancing their academic standing when they enroll in postsecondary institutions; and (3) an increased emphasis on specific data and action plans addressing academic persistence should be included in two-year and four-year institution accountability reports to the Commission. (GLR)

ED 367 240

HE 027 206

Scorecard on Colorado Public Higher Education. How the Public Higher Education System and Its Students Perform on Selected Measures.

PUB DATE- Jan 94

NOTE- 69p.; For supporting statistical data tables, see HE 027 207.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143); Numerical/Quantitative Data (110)

DESCRIPTORS- \*Academic Achievement; \*Access to Education; College Faculty; Degrees (Academic); \*Educational Quality; \*Enrollment; Higher Education; Private Financial Support; Professional Education; Public Colleges; Scores; \*State Aid; State Universities; Trend Analysis; \*Tuition

IDENTIFIERS- \*Colorado

This report evaluates the status of certain aspects of public higher education in Colorado including educational excellence, educational access and diversity, efficiency in the delivery of education, and adequacy of resources for the delivery of education. Specific information is provided on the following:

(1) American College Testing and Scholastic Aptitude Test scores of first-time freshmen; (2) performance of Colorado graduates on graduate and professional school exams; (3) completion rates; (4) average faculty salaries; (5) availability of academic programs; (6) college participation rates; (7) degree recipients by ethnicity; (8) availability of student financial aid; (9) faculty diversity; (10) student-to-faculty ratios; (11) revenue per student; (12) state appropriation per resident student; (13) tuition income received by resident and non-resident full-time equivalent students; (14) state financial aid per resident full-time equivalent student; and (15) alumni and private contributions. Recent trends are also examined in enrollments, degrees granted, state appropriations, resident and non-resident tuition revenue, and state financial aid appropriations. An appendix provides notes on sector groupings and data sources as well as definitions. (GLR)

ED 367 241

HE 027 207

Scorecard on Colorado Public Higher Education. Supporting Data Tables.

PUB DATE- Jan 94

NOTE- 186p.; For the main report, see HE 027 206.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

higher education. The list was developed through searches of local and national data bases including Education Resources Information Center (ERIC), Public Affairs Information System (PAIS), Wilson Indexes to Journal Articles; American Business Index (ABI), and the University of Michigan Catalog. The search ultimately yielded 92 articles all published before January 1993. Each is listed with an annotation. The section listing 13 key organizational sources, groups those under: current perspectives (3), "how to" guides (2), and TQM "classics" (8). (JB)

ED 367 258

WE 027 226

Moore, Kathryn M.; Gardner, Philip D.  
Faculty in a Time of Change: Job Satisfaction and Career Mobility.  
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- 92

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*College Faculty; Faculty College Relationship;  
\*Faculty Mobility; Faculty Workload; Higher Education; \*Job  
Satisfaction; Teacher Attitudes; Teacher Characteristics;  
Teacher Morale; Time Management

IDENTIFIERS- \*Michigan State University

A study was done of faculty job satisfaction and mobility at Michigan State University (MSU) by surveying all full-time faculty and specialists there. A multiple-item survey was sent to each participant during February and March 1991. Responses totaled 1,014, a 51 percent response rate. Most respondents had tenure, were hired between 1967 and 1980, and their average age was 49 years. On analysis of the data, several findings emerged, including the following: (1) most respondents spent 35 percent of their time teaching, 26 percent conducting research, and the rest on other activities; (2) most would like to devote less time to teaching, service, and administrative activities; (3) job satisfaction was high with 73 percent "somewhat" to "very satisfied"; (4) 23 percent were interested in leaving MSU, 21 percent were uncertain about their intention, 11 percent planned to retire, and 23 percent would resign for a similar position at another university; (5) of 44 possible reasons for leaving MSU the top 5 were availability of research funds, research opportunities, reputation of the department, departmental leadership, and salary; and (6) faculty were concerned about a proliferation of administrative positions that isolated them from decision-making. Overall the study concludes that the faculty wants and needs a productive environment for quality teaching, research, and service; a stronger voice in the decision-making process; and while institutional loyalty remains strong, the temptation to exit only lies slightly submerged below the daily activities of the faculty. (JB)

ED 367 259

WE 027 229

Moisan, Leonard J.  
What Should We Expect in This Capital Campaign? A Study of  
Capital Campaigns at Twenty Nine Liberal Arts Colleges.

PUB DATE- Jan 92

NOTE- 17p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

Administrators.

PUB DATE- 89

NOTE- 109p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - General (140)

DESCRIPTORS- Colleges; Crime; \*Crime Prevention; Higher Education; Juvenile Justice; \*Law Enforcement; \*Legal Responsibility; Police; \*School Security; Search and Seizure; Security Personnel; Universities

In today's litigious climate, it is imperative that those with responsibility for safety on college campuses know the basic legal parameters regarding crime on campus and take positive steps to help eliminate the problem. This book examines the legal parameters concerning all aspects of crime on campus and provides a background and framework in which campus police, and those charged with addressing campus crime, can implement measures to deal with it. Specific suggestions and checklists are given that are designed to reduce the magnitude of the problem. Specific chapters address the following topics: (1) paradoxes of crime and violence on campus; (2) the authority and jurisdiction of campus police; (3) campus arrests and criminal court procedures; (4) campus search and seizure; (5) campus judicial proceedings; (6) maintenance of order on campuses; (7) white collar crime; (8) violent offenses; (9) juveniles and the criminal justice system; (10) officers as witnesses; and (11) civil and criminal liability of campus police. (Contains a list of legal cases, a list of resources for legal information in both secondary and higher education, and an index.) (GLR)

ED 367 279

HE 027 323

The Inclusive University: A New Environment for Higher Education.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; George Gund Foundation, Cleveland, Ohio.; Mobil Foundation, Inc., New York, NY.

PUB DATE- 93

NOTE- 69p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- Access to Education; Affirmative Action; Athletics; Black Colleges; \*Black Students; Black Teachers; \*Change Strategies; College Athletics; College Faculty; Cooperative Learning; \*Diversity (Institutional); Educational History; Futures (of Society); Higher Education; \*Racial Integration; Racial Relations; \*Student Recruitment

IDENTIFIERS- Diversity (Student)

This essay on the necessity of colleges and universities to become truly inclusive institutions focuses on particular issues affecting black students. These include the concept and policy of affirmative action, the dangerous implications of "hate speech," and the exploitation of black athletes by universities. The essay urges the use of teaching and learning techniques that emphasize cooperation rather than competition, and the need for black faculty in more than token numbers. The chapter following the introduction describes the 1990s as a perilous time in which educational and economic disparities between blacks and whites must be dealt with. The next chapter provides a historical context noting the dual system of education resulting from the unclear status of historically black institutions. Issues related to access to higher

Interaction; \*Multimedia Instruction; Training  
IDENTIFIERS- Cyberspace; \*Interactive Systems; \*Multimedia  
Materials

This proceedings of the Association for Applied Interactive  
Multimedia 1993 conference includes the following papers:  
"Multimedia in Education and Training: 'Promises and  
Challenges'" (H. D. Ellis); "Critical Thinking in the  
Multimedia, Self-Paced English Classroom" (L. Mortensen);  
"Computer Assisted Instruction" (C. Whitehouse);  
"Cyberteaching: Teaching about and within Cyberspace" (G.  
Cartwright & M. Silva); "Developing a Prototype Multimedia  
Laboratory" (B. Gleason, A. La Salle, & G. McGuire);  
"Developing an Interactive Database on a Shoestring Budget" (P.  
Baker); "Development and Evaluation of a Hypertext-Based  
Multimedia Tutorial for Use in New Employee Orientation" (A.  
Snyder); "Educational Technology at the University of Notre  
Dame: Supporting Faculty Development" (C. Williams & T.  
Laughner); "From Hypertext to Hypermedia" (W. Strang, H. Khan,  
V. Simpson, D. Slater, & S. Hill); "How Much is Enough?  
Choosing a Computer-Based Video Technology" (M. Pearce);  
"Integrated Biochemistry Learning Series (IBLS): A Learner  
Controlled, Multimedia Program for Medical Biochemistry" (S.  
Dennis & J. Baggott); "Interactive Multimedia CAL as a Tool for  
Higher Education in the UK" (R. Beresford, T. King, & D. Ross);  
"Introducing Multimedia Applications into the Curriculum Using  
IBM Technology" (B. Scarbeau); "Media Field Trip to a Rocky  
Intertidal Zone" (R. Russo); "Medialink: A New Method for  
Authoring Multimedia Lessons for the Classroom" (R. Oakman, J.  
Waller, & F. Fenimore); "Multimedia on a Shoestring" (M.  
Payne); "Meeting the Challenge: Creating Multimedia To Teach  
Critical Thinking Skills" (S. Colton); "Multimedia: A New  
Vision for the Classroom" (P. Bergeron); "Multimedia in a Third  
World Nation--Panama" (C. Lam, B. Martinson, & V. Barragan);  
"Multimedia for Speaker Support: Issues in Design, Programming,  
Synchronization and Media Integration" (J. Gorrone & K. Weiss);  
"Multimedia User Interface Design for Computer-Based Training"  
(J. Morris, G. Owen, & M. Fraser); "Student Developers:  
Learning through Creating Multimedia Term Papers" (P. Fox);  
"Specification of a European Public Multimedia Information  
Service" (M. Hoogeveen & J. Andersson); "Teaching Physical  
Skills Using DVI and Dataglove Technology" (J. Hazard); "The  
Educational Effects of the Classroom Presentation Option" (D.  
Moser, L. Halloran, J. Burke, & J. Hamer); "Total Quality  
Instructional Design: Integrating Instructional Design and TQM"  
(S. Corvey & L. Legg); "Using Multimedia with Large Lecture  
Sections, Does it Work?" (A. Karpoff & C. Rude-Parkins); and  
"Visualizing Spatial Relationships: A Multimedia Training  
Environment" (T. Russo & L. Mowafy). Also included are  
abstracts of 28 papers and information on preconference,  
technical, and concurrent sessions. (TMK)

ED 367 300

IR 016 561

Ely, Donald P., Ed.; Minor, Barbara B., Ed.  
Educational Media and Technology Yearbook, 1993. Volume 19.  
PUB DATE- 93  
NOTE- 369p.; For the 1992 yearbook, see ED 351 010.  
LANGUAGE- English  
EDRS Price- Document Not Available from EDRS.  
PUB TYPE- Books (010), Collected Works - General (020), Reference  
Materials - Directories/Catalogs (132)  
DESCRIPTORS- Computer Assisted Instruction; Constructivism  
(Learning); Distance Education; \*Educational Resources;  
\*Educational Technology; \*Educational Trends; Elementary

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners)  
(051), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Access to Information; College Libraries; \*Course  
Integrated Library Instruction; Higher Education; Information  
Literacy; \*Information Seeking; Library Guides; \*Library  
Instruction; \*Library Skills; Orientation Materials; Reference  
Services; \*Research Skills  
IDENTIFIERS- User Training; Utah State University

This manual describes the library instruction program taken as a part of English 200/201 at Utah State University. This manual is meant to be read after completing Project FORE, a computer-assisted instruction program at Merrill Library (Utah State University). Project FORE and this manual review the skills needed to retrieve information on research topics. This manual reviews the following topics: (1) selecting a topic; (2) locating background information; (3) locating books in Merrill Library, including Library of Congress Subject Headings, MERLIN, and classification systems; (4) locating periodical articles, including indexes both in print and online and abstracts and CD-ROM databases; (5) locating journals in Merrill Library; (6) interlibrary loan services; (7) evaluating sources; and (8) research strategies. A test is included to review the skills discussed in the manual. (JLB)

ED 367 319

IR 054 850

Chesley, Ed

AABC Libraries at Century's End: A Demographic Survey of Bible College Libraries Affiliated with the American Association of Bible Colleges.

PUB DATE- Jun 93

NOTE- 44p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Undetermined (040), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Higher Education; Library Automation; Library Personnel; Library Surveys; Profiles; Questionnaires

IDENTIFIERS- \*Bible Colleges

The purpose of this research project was to gather information to give personality and a demographic profile to Bible college libraries and to assure them that they have identity and purpose in the 1990's. This research project is an attempt to update information on American Association Bible College libraries and give a face and some personality to these "invisible" libraries. The research was conducted by mailed questionnaire. Contact was made with 107 Accrediting Association of Bible Colleges (AABC) affiliated libraries, and 80 made viable responses, a response rate of almost 75%. Results indicated that most of these libraries had not yet automated any part of their operations; in some categories of automation, the negative response rate was above 90% with 70% of the respondents still using the Dewey classification system. Another finding is that most full-time Bible college library staffs are very small; 47% report a staff of only one professional, with no assistance. It was also found that 62% of the workforce in the responding libraries were between the ages of 40 and 60, and nine of the respondents were close to retirement age. A sample cover letter is included. (YMK)

ED 367 320

IR 054 851

disciplines by determining the percentages of both library science and information science courses and then analyzing the direction the master's curriculum is taking. (Contains 12 references.) (JLB)

ED 367 341

IR 054 873

Lorenzen, Michael

Security Problems of Ohio Academic Libraries.

PUB DATE- Aug 93

NOTE- 66p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Alarm Systems; \*Crime; Higher Education; Librarian Attitudes; \*Library Materials; Library Surveys; Problems; Questionnaires; State Surveys; \*Stealing; \*Vandalism

IDENTIFIERS- Building Security; \*Library Security; Ohio

A survey was conducted of 104 Ohio academic libraries to determine how these libraries define security problems, what type of security problems existed in the libraries and what the extent of these problems was. The survey of 11 questions revealed the following: few Ohio academic libraries have a written security policy; a significant number consider material theft a problem; few libraries consider periodical mutilation to be a problem; most libraries are covered by an electronic security system; and libraries have various problems with patrons, although most are not criminal in nature. Four-year public and private institution libraries have the most serious reported security problems, while two-year technical/community and seminary libraries have few reported security problems. The questionnaire used in the study is included in the appendix. (Contains 41 references.) (Author/JLB)

ED 367 342

IR 054 874

Shrum, Sharon L.

Services and Materials Being Offered to School Teachers by Public Libraries Serving at Least 100,000 People in Ohio and Surrounding States: A Descriptive Study.

PUB DATE- 15 Jun 93

NOTE- 60p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Cooperation; Elementary Secondary Education; Librarian Attitudes; Librarians; \*Library Extension; \*Library Services; Library Surveys; \*Public Libraries; Questionnaires; \*Teachers

IDENTIFIERS- Illinois; Indiana; \*Librarian Teacher Cooperation; Michigan; Ohio; Pennsylvania

The purpose of this study was to determine what services and materials are presently being offered to school teachers by public libraries. Sixty sample libraries chosen randomly from all libraries serving 100,000 or more people in Ohio, Pennsylvania, Indiana, Michigan, and Illinois were sent a questionnaire surveying services and materials they offer to teachers in their service areas. The study also looked at the extent to which services are requested and rendered and how these services effect the youth services departments of public libraries. Among study findings are: most librarians surveyed

Online Systems; \*Relevance (Information Retrieval); \*User Needs (Information); User Satisfaction (Information)  
IDENTIFIERS- Conceptual Models; Value Added Model

This study examines research that is part of an alternative paradigm in information needs and uses assessment. Approaches in the alternative paradigm include Sense-Making, Value-Added, and Anomalous States of Knowledge. From an analysis of these approaches and related research, a conceptual model has been developed. The model focuses on several elements that should guide the design and implementation of information systems: (1) the information system should be user-oriented (oriented toward the individual or group with the information need); (2) information needs should be determined as they relate to users in particular situations or contexts; and (3) in information systems mediated by intermediaries, the success of the user-intermediary interaction is of prime importance in determining information need. The model also focuses toward the development of a theory of relevance that considers qualitative and contextual judgements. (Contains 51 references.) (Author/JLB)

ED 367 364

IR 054 912

Grear, Robert Michael  
Mentoring Histories of Ohio Public Library Directors.  
PUB DATE- Dec 90  
NOTE- 42p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Comparative Analysis; Interpersonal Relationship;  
\*Librarians; Library Administration; Library Science; \*Mentors;  
Professional Development; \*Public Libraries; Questionnaires;  
\*Sex Differences

IDENTIFIERS- \*Library Directors; Ohio  
Mentoring in the fields of academia, business, and government has been studied since the early 1970s. The field of library science has recently begun to study this activity among the members of its profession. More research is needed to determine the extent of influence this area of career development has had on the careers of librarians. This study was undertaken to gain the mentoring histories of a representative sample of 100 Ohio public library directors to determine if their gender had any relationship to the gender of their mentor(s). Seventy-six members of the sample responded to a questionnaire, and the data from these responses showed Ohio public library directors to be similar to other professionals in one study but different from those in another study. Women directors were found to give more mentoring to other women, but men were found to be more likely mentored in this study compared to women in another library science study. The survey questionnaire is included in the appendices. (Contains 34 references.) (Author/JLB)

ED 367 365

IR 054 913

Fegen, Darlene A.  
Older Adult Services in Northeastern Ohio Public Libraries.  
PUB DATE- Sep 90  
NOTE- 73p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Accessibility (for Disabled); Age Discrimination;



DESCRIPTORS- Cognitive Ability; \*College English; Community Colleges; \*Computer Assisted Instruction; Computer Software; Computer Uses in Education; Concept Formation; \*Critical Thinking; Curriculum Development; Evaluative Thinking; Productive Thinking; \*Reading Skills; \*Skill Development; Teaching Guides; \*Thinking Skills; Two Year Colleges; Writing Skills

Two computer programs were developed to enhance community college students' critical thinking skills in the areas of "Comparison and Contrast" and "Analysis." Instructors have several options in using the programs. With access to an LCD panel and an overhead projector, instructors can use the programs in the classroom, manipulating the computer themselves to either deliver a lecture or generate a class discussion. Instructors can proceed through the program in the sequence as designed, or skip around in the hypertext program based on the students' level of prerequisite skills. Another option is to use the program in a lab situation where students can work together or each individual student can progress at his/her own pace. Working alone, the student may quiz him/herself often, do as many of the exercises as he/she would like, and progress through the program linearly or jump around to areas of interest. The "Compare and Contrast" program analyzes "Lee and Grant," by Bruce Catton, while the "Analysis" program analyzes "How We Listen," by Aaron Copland. Either may be read in its entirety on the first "card" or read a few paragraphs at a time for better comprehension. Each card is an analysis of the appropriate paragraphs which explains their meaning and ties material together. Students are encouraged to create an outline of the essay. Each program includes two kinds of exercises: a simple one designed to allow students to begin successfully and a more realistic evaluation of student skills. Manuals for students and teachers are provided for both programs, with the teacher's manual providing an introduction describing various methods for implementing the programs and detailing the program's design. The student's manuals describe the programs' contents and provide information about using various program options. The student and teacher manuals for both programs are included. (MAB)

ED 367 386

JC 940 136

Murray, Judy I.

A Holistic, Collaborative Approach to Teaching Assessment and Instructional Development.

PUB DATE- May 93

NOTE- 31p.; Paper presented at the Annual International Meeting of the National Institute for Staff and Organizational Development on Teaching Excellence and the Conference of Administrators (15th, Austin, TX, May 23-29, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; Classroom Research; College Instruction; Community Colleges; Cooperative Learning; Feedback; \*Holistic Evaluation; \*Instructional Development; Participant Observation; \*Student Attitudes; \*Student Characteristics; \*Teacher Characteristics; \*Teacher Evaluation; Two Year Colleges

A project undertaken to observe an instructor in three college courses in three consecutive quarters provided an opportunity to examine the teaching process in a holistic way, seek

Products (071)

DESCRIPTORS- \*Administrative Change; Administrative Organization; Administrative Policy; \*Administrative Principles; Administrator Role; \*Change Strategies; \*College Administration; \*Community Colleges; Governance; \*Leadership Responsibility; Management Systems; Organizational Change; Organizational Development; Two Year Colleges

Intended as a forum for the discussion of governance and management in community colleges, this book details current trends in management approaches at the institutions, provides a practical description of management roles and responsibilities for college faculty and staff, and examines critical issues facing leaders engaged in management transformation. The following nine chapters are included: (1) "Rethinking the Business of Management," by Richard L. Alfred and Patricia Carter; (2) "Adapting Institutional Structure and Culture to Change," by Robert E. Parilla; (3) "From Boxing to Ballet: Remaking a Community College," by Garth Jackson and Nancy Moulton; (4) "Managing Uncertainty: Thinking and Planning Strategically," by Albert L. Lorenzo; (5) "Quality-Focused Management," by Robbie Lee Needham; (6) "Students First! Reconceptualizing Support Services," by James L. Hudgins, Sandi Oliver, and Starnell K. Williams; (7) "New Players in Management," by Ruth Burgos-Sasscer; (8) "Leadership in the Learning Organization," by Margaret Gratton; and (9) "Sources and Information: The Dynamics of Change in Managerial Responsibilities and Roles," by David Deckelbaum. (BCY)

ED 367 404

JC 940 158

Application and Enrollment Patterns of Transfer Students, Fall, 1992. Report Number 6-93.

PUB DATE- Mar 94

NOTE- 713p.; For the 1991 report, see ED 349 071.

LANGUAGE- English

EDRS Price- MF04/PC29 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Research/Technical (143)

DESCRIPTORS- College Students; \*College Transfer Students; Community Colleges; \*Enrollment; \*Enrollment Trends; Higher Education; \*State Universities; Student Mobility; Tables (Data); Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Reverse Transfer Students; \*State University of New York

The results of the 23rd annual study of application and enrollment patterns of transfer students within the State University of New York (SUNY) are presented in this report. Data on transfer students moving from two-year colleges to other two-year colleges, from senior institutions to two-year colleges, and from two-year colleges to senior institutions are provided. Following a brief introduction, detailed data tables are presented in the following sections: (1) institutional summary tables, which provide data on headcount enrollments and educational background of transfer students, both systemwide and by individual institution; (2) coordinating area summary tables; (3) distribution of transfer students by location and type of prior institution; (4) students who have transferred from other SUNY institutions; (5) students who have transferred from other New York institutions; (6) transfer students from outside New York State; (7) transfer trends pertaining to enrollment, associate degree, and institution types; (8) undergraduate admissions tables; and (9) associate degrees granted by SUNY two-year colleges. Report highlights indicate that a total of 32,730 transfer students enrolled in SUNY in

(Contains 40 references, 2 survey instruments, and a 3-year implementation plan.) (KP)

ED 367 420

JC 940 191

Attmore, Robert H.

Bryant and Stratton Business Institute, Buffalo.

PUB DATE- 6 Apr 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; \*Audits (Verification); \*Business Education; Community Colleges; \*Compliance (Legal); Educational Finance; Eligibility; \*Financial Audits; \*Financial Support; Full Time Students; Inspection; \*Program Administration; Student Financial Aid; Two Year Colleges; Two Year College Students

IDENTIFIERS- \*Bryant and Stratton Business Institute NY Buffalo

In June 1992, the New York State Office of the Comptroller performed an audit of Tuition Assistance Program (TAP) and Supplemental Tuition Assistance Program (STAP) awards at Bryant and Stratton Business Institute's Buffalo Campus (BC). TAP, the largest student grant and scholarship program administered by the Higher Education Services Corporation (HESC), is designed to provide tuition aid to full-time students enrolled in approved programs. STAP is a special program providing up to one additional year of aid for educationally disadvantaged undergraduate students. As a result of the audit, 63 awards totaling \$52,993 were disallowed in the following three main categories: (1) students not in pursuit of a program, accounting for 49 disallowed awards totaling \$41,267; (2) students not enrolled full-time, accounting for 13 awards and \$11,776; and (3) one student who was not matriculated but had received \$50. Additionally, 11 students were found to have graduated without successfully completing all program requirements, 15 TAP awards were paid on behalf of 13 students who should have been certified for STAP, and BC had not reported that one student had been granted a waiver to regain TAP funding after losing good academic standing. The auditors recommended that the HESC recover \$53,993 plus applicable interest from BC for its incorrect TAP and STAP certifications, review BC certification procedures, and ensure that BC reports all waivers when granted. Additionally, it was recommended that the State Education Department ensure that BC is graduating students who have met all program requirements. (MAB)

ED 367 421

JC 940 192

Summers, Susan Robinson

An Examination of Supplantation and Redistribution Effects of Lottery Allocations to a Community College System.

PUB DATE- Mar 94

NOTE- 43p.; Paper presented at the Annual Conference of the American Educational Finance Association (Nashville, TN, March 17-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Categorical Aid; Community Colleges; \*Economic Impact; \*Educational Finance; Expenditures; \*Financial Support; Longitudinal Studies; Resource Allocation; \*State Aid; Trend Analysis; Two Year Colleges

NOTE- 43p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Art Therapy; \*Counseling Techniques; Early Childhood Education; Emotional Development; Emotional Problems; \*Freehand Drawing; Literature Reviews; \*Psychotherapy; \*Young Children

Through a review of the literature on art therapy, a discussion of the strengths and limitations of the arts and art therapy for young children, and a survey of various techniques and uses of art therapy, this paper examines how children translate their perceptual world into their drawings. The paper notes that art therapy is, primarily, a means of fostering the development of a sense of identity and promoting maturation in general. It is both an essential component of the therapeutic milieu and a form of therapy which complements or supports psychotherapy but does not replace it. The paper recommends that, when working with children and their drawings, counselors need to help children verbalize their thoughts and feelings about the content of the pictures. Contains 30 references. (MDM)

ED 367 438

PS 021 808

Fulmer, Elizabeth H.

Implementation of Developmentally Appropriate Activities for School-Age Youth in the Extended Day Enrichment Program.

PUB DATE- Jul 92

NOTE- 161p.; Ed.D. Applied Research Project Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*After School Programs; \*Art Education; Elementary Education; \*Enrichment Activities; Program Development; Program Evaluation; Program Implementation; Questionnaires; \*School Age Day Care; \*Staff Development; Teacher Improvement

IDENTIFIERS- \*Developmentally Appropriate Programs; Orange County Public Schools FL

A project was developed and implemented to increase developmentally appropriate activities for children in 79 Orange County, Florida, public schools participating in the Extended Day Enrichment Program (EDEP). Personnel from the EDEP were enlisted to produce curriculum kits, resource portfolios, cultural immersion workshops, and music, art, dance, and drama videotapes for the training of EDEP staff. As a result of this intervention program, developmentally appropriate activities were implemented at 64 out of 79 EDEP sites, with a substantial increase in the use of child-selected and child-directed activities. In addition, EDEP staff facilitated child-selected activities, increased social interaction, and became involved in active rather than passive supervision. Twenty appendixes provide copies of various forms and documents used and produced by the EDEP to develop and implement the program. Contains 39 references. (MDM)

ED 367 439

PS 021 849

Tuffield, Joanne, Comp.

Parent Support: A Selective Annotated Bibliography.

PUB DATE- Feb 93

NOTE- 45p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

IDENTIFIERS- \*National Poison Prevention Week

This collection of materials for parents, early childhood workers, the elderly, and anyone in situations requiring safeguards against poisoning, spans the years 1993 and 1994 and is intended to promote National Poison Prevention Week. The materials included are: (1) the 31-page, illustrated report on National Poison Prevention Week for 1993, published by the Poison Prevention Week Council and including a presidential proclamation of National Poison Prevention Week, remarks by several chairpersons of federal agencies at a news conference in March 1993, excerpts from journals and newsletters, and reports of state and local activities concerning poison prevention; (2) a six-page, loose-leaf "Editor's Fact Sheet 1994" in the form of questions and answers on safety tips related to poison hazards; (3) a "Suggested Proclamation for Governors in Conjunction with National Poison Prevention Week 1994"; (4) a "Poison Lookout Checklist" and an announcement in Spanish and English on prevention of poisoning from medicines containing iron, both published by the U.S. Consumer Product Safety Commission; (5) a three-page fact sheet on pesticides and child safety published by the Environmental Protection Agency; (6) a page addressed to senior citizens on safe use of medicines, published by the U.S. Department of Health and Human Services; (7) a brochure on protection of children against household poisons, prepared by the Poison Prevention Week Council and the Consumer Product Safety Commission; (8) a list of 52 brochures, fliers, and pamphlets on poison prevention; (9) a list of officers and member organizations of the Poison Prevention Week Council; and (10) a poster announcing National Poison Prevention Week, March 20-26, 1994. (ME)

ED 367 457

PS 022 044

Garbarino, James

Let's Talk about Living in a World with Violence: An Activity Book for School-Age Children.

SPONS. AGENCY- A.L. Mailman Family Foundation, Inc.

PUB DATE- 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Affective Behavior; Bibliotherapy; \*Childhood Attitudes; Coping; Death; Elementary Education; \*Emotional Response; \*Fear; Peace; Prosocial Behavior; Reading Materials; \*Safety; \*Violence; War; Workbooks

This activity book provides a direct, hands-on educational tool to help children ages 7-11 process their feelings, thoughts, and experiences as they relate to violence. The workbook is designed to: (1) foster a dialogue between child and adult as well as among children in group settings, while acknowledging the child's desire for privacy; (2) help children discover the meaning of violence, that fear is normal, and that there are things children can do to feel better and safer, with help from caring adults; and (3) encourage a strengthening of the relationships with community resources that can create positive change for children and families. The workbook incorporates a number of writing and drawing activities dealing with how violence makes a child feel, the various settings in which violence occurs, and what children can do about violence. It also includes a list of 44 children's books about children who are brave and strong in the face of death and violence. A brief guide for teachers, counselors, and other professionals

Time"; (23) "Fight for Car Seats, Helmets, and Smoke Detectors"; (24) "Face the Fact that Children Get AIDS"; (25) "Get a Kid out of Jail and into College"; (26) "Befriend a Homeless Family"; (27) "Promote a Children's Bill of Rights"; (28) "Reach Out to a Child in Foster Care"; (29) "Empower Kids to Save the Earth"; (30) "Support Real Family Values"; and (31) "Make Your Vote Count for Kids." The remaining portion of the book offers advice on how to be most effective when working on behalf of children as a volunteer, resource donor, or child advocate. Each chapter includes a list of resources. (TJQ)

ED 367 476

PS 022 118

Measuring Lead Exposure in Infants, Children, and Other Sensitive Populations.

PUB DATE- 93

NOTE- 350p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Books

(010), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*At Risk Persons; Biochemistry; Child Health;

\*Children; Developed Nations; Environmental Influences; \*Lead

Poisoning; \*Measurement; Medical Research; Neurological

Impairments; Pregnancy; Prenatal Influences; Public Health;

Safety

IDENTIFIERS- Lead (Metal)

Adverse health effects from exposure to lead are now recognized to be among industrialized society's most important health problems. This report, prepared by the National Research Council's Committee on Measuring Lead Exposure in Critical Populations, concurs with new findings issued by the Centers for Disease Control which state that lead concentrations above 10 micrograms per deciliter of whole blood in pregnant women, fetuses, and young children may be associated with toxic effects. Chapter 1 serves as an introduction and provides historical background on lead exposure concerns. Chapters 2 and 3 summarize the toxicity of lead and sources of exposure to lead for sensitive populations. Chapter 4 deals with lead in blood and other physiological media and describes the monitoring of biological markers that indicate exposure, markers of early toxic effects, and markers of susceptibility. Chapter 5 assesses techniques for quantitative measurement of the biological markers of exposure and effect, while chapter 6 presents the committee's conclusions and recommendations to improve the monitoring of lead in sensitive populations. Contains 74 pages of references. (MDH)

ED 367 477

PS 022 119

Hoot, James; And Others

A Study of the Relationship between Early Childhood Teacher Evaluation Instruments and Developmentally Appropriate Practices/Code of Ethics Criteria.

PUB DATE- Nov 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Codes of Ethics; Early Childhood Education;

Educational Practices; \*Evaluation Criteria; Teacher

Effectiveness; \*Teacher Evaluation; \*Test Validity

IDENTIFIERS- \*Developmentally Appropriate Programs; Evaluation

NOTE- 11p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Advocacy; Caregiver Role; Child Caregivers; Early Childhood Education; \*Family Day Care; National Organizations; \*Politics of Education; \*Professional Development; Standards; \*Teacher Education

IDENTIFIERS- Caregiver Training; \*FAAIR Coalition; \*National Association Educ of Young Children

The FAAIR Coalition was created to address the growing career development movement and its impact on family day care. FAAIR is an acronym for Flexibility, Attainability, Affordability, Inclusiveness, and Respect for others. The coalition was founded in 1992 in response to a draft Professional Development Model for family day care providers produced by the National Association for the Education of Young Children (NAEYC). The NAEYC report contained what the FAAIR Coalition considered to be unfair training burdens for family day care providers and unfair definitions of what constituted a child care professional; the Coalition claimed the report was prepared with little or no input from family day care providers or advocates. A more recent version of the NAEYC report has addressed some of these deficiencies, but is still unacceptable to FAAIR. Family day care providers are urged to join the FAAIR Coalition to help it advocate appropriate standards for family day care. (MDM)

ED 367 496

PS 022 173

Second Helping: An Advanced Enrichment Course for Family Child Care Providers. Program Information Package. Revised.

PUB DATE- 20 Dec 93

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Child Caregivers; Early Childhood Education; Entrepreneurship; \*Family Day Care; Franchising; Learning Modules; Mentors; \*Peer Teaching; \*Teacher Education; \*Teacher Educator Education; \*Teacher Educators; Workshops

IDENTIFIERS- \*Family Day Care Providers

Second Helping is a 32-hour, 4-module course designed by and for family child care providers to address issues of concern to the provider, such as individual well-being, business skills, family relations, and child development. This booklet discusses the Second Helping family child care provider training course and outlines the qualifications needed to become a Second Helping instructor. Prospective instructors need 3-to-5 years of family child care experience, proven leadership experience, involvement in professional activities, and a willingness to attend a 6-day Train-the-Trainer course. An outline of the curriculum and costs of the Train-the-Trainer course, and a description of the benefits of being a Second Helping certified instructor, are provided. Appendixes provide a Second Helping module summary and outline, and information about hosting a Train-the-Trainer course, community partnerships, start-up considerations, Master Provider credentials, and Windflower Enterprises, the developer of the course. (MDM)

ED 367 497

PS 022 174

decay of the upper front and side teeth. It is caused by prolonged exposure of teeth to carbohydrates, such as those contained in infant formula, milk, and fruit juice. Treatment for BBTB is painful and expensive as affected teeth must be capped, filled, or extracted, which sometimes involves sedating and hospitalizing the child. Long-term effects of BBTB include a higher incidence of orthodontic problems and psychological and social problems affecting children embarrassed over their appearance. Recommendations for effective community intervention programs include encouraging community members to participate in program development, training community members to act as peer counselors, and targeting caregivers. Other strategies include collecting data on the prevalence of BBTB at the local level and initiating a mass media campaign to raise community awareness of BBTB. Essential in developing an intervention program is assessment of community cultural belief systems to identify factors that have a direct impact on child-rearing practices. The document includes resources for additional information and a parent information sheet on BBTB. (LP)

ED 367 517

RC 019 499

Utah Migrant Education Annual Summer Evaluation Report.  
SPONS. AGENCY- Office of Elementary and Secondary Education (ED),  
Washington, DC. Migrant Education Programs.

PUB DATE- 93

NOTE- 38p.; Cover title varies. For the 1992 report, see ED 356 923.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; \*Educational Objectives;  
Elementary Secondary Education; Individualized Instruction;  
\*Migrant Education; Migrant Health Services; Parent  
Participation; Preschool Education; \*Program Evaluation;  
\*Summer Programs; Supplementary Education

IDENTIFIERS- \*Utah

In 1993, Utah migrant education summer programs in 10 school districts provided education and support services to 2,045 children of seasonal and migrant farmworkers. Although the program is federally funded, school districts provided various support services, such as transportation, use of staff, availability of school buildings, availability of computer labs and books, and other resources. Services to children aged 3-21 included: (1) health physicals; (2) reading, math, language arts, and career awareness activities; (3) English language instruction; (4) social skills training; and (5) meals. The State Education Agency implemented an evaluation process in which the 10 school districts reported on 7 "desired outcomes" with respect to early childhood education; secondary education; parental involvement; two support services such as health, nutrition, or transportation; and two academic subjects such as math, reading, or social studies. This report lists desired outcomes and results of on-site evaluations for each school district. Appendices list parent activities, chart demographic data on the migrant students, chart numbers of students receiving various instructional and support services, and provide a table of results of desired outcomes by district. (KS)

ED 367 518

RC 019 500

Dorrell, Larry D.  
You Can't Look Forward to Tomorrow, While Holding on to



randomly assigned to an experimental group, with the other a control. Sections of this paper discuss the importance of classroom discourse and the nature of the video series; describe one of the 12 episodes (on fitting as many 3" x 5" pictures as possible into a 14" x 21" frame); examine students' and teachers' behaviors while utilizing the series; and report results of an evaluation study of the series. The study compared the misconceptions, beliefs, and attitudes about problem solving of students from 14 classes that viewed 6 episodes of the videotape series with students from 14 classes that viewed 1 episode of the series. Results indicate that: (1) the videotape series offers teachers an easy-to-use method for promoting classroom discourse; (2) a connection was confirmed between problem-solving performance in mathematics and students' beliefs about problem solving, communication, reasoning, and connections; (3) use of the series materials has beneficial effects on those beliefs and students' problem-solving performance; and (4) there is a plausible causal link between changing students' beliefs and improving their problem-solving performance through discourse. Sample surveys and test questions are included. (MDH)

ED 367 535

SE 053 937

Cutcliffe, Stephen H., Ed.  
Science, Technology & Society, 1991-1992.

PUB DATE- 91

NOTE- 211p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Course Descriptions; Cultural Influences;

Educational Change; Foreign Countries; Higher Education;  
Interdisciplinary Approach; Liberal Arts; Newsletters; \*Science  
and Society; \*Science Curriculum; Science Education; Social  
Influences; Sociology; \*Technology Education; Undergraduate  
Study; \*Womens Studies

IDENTIFIERS- China; Japan; Lehigh University PA; \*Technological  
Change

This document contains issues 83-93 of the curriculum newsletter of Lehigh University's Science, Technology, and Society (STS) program. Each issue contains articles addressing issues relative to STS, course syllabi, reader responses, and announcements. Issue No. 83 discusses establishing an interdisciplinary minor in technology studies at Lafayette College (Pennsylvania) and includes syllabi for courses entitled: Senior Colloquia; Technological Catastrophes; History of Technology; Computers and Society; and The Engineering Method. Issue No. 84 concerns canon in the age of a new technology, the progress of STS in school science, and a syllabus for a course entitled: Philosophy, Technology, and the Future. Issue No. 85 considers the sociology of technology, a conference on the influence of Japanese/American culture on technological innovation in advanced materials, STS related education in China, and STS activities in Japan. Issue No. 86/87 addresses women's studies, with relation to the transformation of the undergraduate curriculum; and a syllabus for a course entitled: Science in Society. Issue No. 88/89 describe an undergraduate program profile for STS studies at Rensselaer Polytechnic Institute and syllabi for courses entitled: Introduction to Science and Technology Studies; Cross-Cultural Perspectives on Science and Technology; History of Science and Technology; Decision Making; The Social Relations of Science; and Risky Technologies. Issue No. 90 identifies two

This document discusses the movement to bring original historical sources into the classroom. Because students of history need access to sources of information that provide direct or primary evidence about reality, teachers must show that realistic alternatives to the traditional history text exist. In the first section of this paper, efforts to make original sources available are traced to their origin in pamphlets distributed by the Old South Meeting House in Boston and based on a series of summer lectures delivered in 1883. The contributions of historians Edwin Doak Mead and Frederick Jackson Turner, who believed that the scholar's highest obligation in a democracy was to support and nourish public history education, is contrasted with the rift that set in later between history scholars and history teachers sometime in the 1930s. In the second section, the need to allow history teachers the freedom and time to seek out instructional materials and primary sources that emphasize themes and fill needs that these teachers have encountered in their classes is stressed. The third section illustrates the human and dramatic quality of literature in which ordinary people, especially young people, tell their own story, with examples of contemporary accounts of a young mother's survival of an Indian attack in Massachusetts in 1676, of a soldier in the American Revolution, and of a 92-year-old former slave woman. The paper suggests that such documents may illustrate different viewpoints and experiences, as well as the process of conflict and change in society. The fourth section lists different biographies and series of books that can be used. The fifth section suggests how changes can make primary source materials available. (DK)

ED 367 556

SO 023 585

Census Bureau Education Program.

PUB DATE- Jan 92

NOTE- 102p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Curriculum Enrichment; Elementary Secondary Education; Geographic Concepts; \*Geography Instruction; Interdisciplinary Approach; Mathematics Instruction; \*Population Distribution; Racial Composition; Science Instruction; \*Social Studies

IDENTIFIERS- \*Bureau of the Census

This document consists of nine individual booklets published by the Bureau of the Census. "Census Bureau Education Program: Update 1" consists of introductory material and describes the teaching resource series that are presented here and that make up the Bureau's education program. "Census Bureau Teaching Resource 1 - Congressional Redistricting" involves junior and senior high school students in modeling the redistricting process that took place in their state, exploring civic decision making, mathematics, and geography skills. "Census Bureau Teaching Resource 2A - National and State Population Trends" is designed for use in the elementary grades, and explores population data about the United States. Mathematics, language arts, and geography applications are provided in six lesson plans. "Census Bureau Teaching Resource 2B - National and State Population Trends" is keyed to junior high and high school students who move through data reading and analysis, learn the concept of geographic focus, and explore spatial

environmental crisis in Central Asia. Maps show trade routes and Central Asia today. The last lesson includes a background essay on government and democracy in the Arab world, individual country profiles, and perspectives on democracy in the Arab world. A timeline shows the course of reform in Algeria, Jordan, Kuwait, and Yemen. (DK)

ED 367 574

SO 023 723

Fore, Jonathan N.; Hursh, Heidi  
Global Issues for the '90s.

PUB DATE- 93

NOTE- 153p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Enrichment; \*Demography; Development;  
Elementary Secondary Education; Environmental Education; Food;  
\*Foreign Policy; \*Global Approach; Indigenous Populations;  
\*International Relations; International Trade; Learning  
Activities; \*Social Studies

IDENTIFIERS- Global Education

This document is an activity book on global issues to be used as a supplement to existing curricula, and to offer varied and different information, perspectives, and teaching methods. The book is divided into 10 units. Each contains learning activities, handouts, and a list of additional resources. Unit 1, "Introducing the Concept of Global Awareness," examines what a global issue is and how global issues affect things in the students' everyday lives. Unit 2, "U.S. International Policy," discusses global issues for a new president. The third unit, "The Cold War," examines both the Soviet and U.S. perspectives. Unit 4, "Post-Cold War Issues: Life After the Wall," explores the changes in Eastern Europe in the 1990's and the spread of democracy and free markets. In the fifth unit, "World Trade and Economic Interdependence," the activities focus on international trade and the U.S. trade deficit. Unit 6, "The Global Environment," discusses the balance of nature in the global environment, and the problem of transnational pollution. In unit 7, "Indigenous Peoples," the student learns who indigenous peoples are and what their rights are. The activities in the "Population" unit examine population growth, its links to other global issues, and population programs that work. In the ninth unit on food, sections focus on the myths of hunger, and the effects of the Green Revolution. The last unit, "Development," discusses U.S. opinion of developing nations' development, sustainable development, and literacy and development. (DK)

ED 367 575

SO 023 731

Thorne, Bonnie Baker, Comp.; And Others  
Model for Infusing a Global Perspective into the Curriculum.

PUB DATE- 92

NOTE- 28p.; Paper presented at the Annual Meeting of the Center for Critical Thinking (August 1-4, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Cultural Differences; Curriculum Development;  
Elementary Secondary Education; \*Global Approach; International

Teachers' Opinions of the Security and Safety Climate in Chicago  
Public Schools at Cabrini-Green.

PUB DATE- 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Information

Analyses/State-of-the-art Materials (070)

DESCRIPTORS- \*Crime Prevention; Elementary Education; \*Elementary  
School Teachers; Inner City; Police School Relationship; Public  
Schools; Questionnaires; \*School Safety; \*School Security;  
Security Personnel; \*Teacher Attitudes; Victims of Crime;  
Violence

IDENTIFIERS- \*Chicago Public Schools IL

Chicago public elementary school students and teachers report a growing number of crimes and violent incidents on school property. This paper, which includes a lengthy literature review (14 pages), describes a study conducted to examine the opinions of one group of teachers regarding the safety and security climate in the school where they teach. A questionnaire entitled "Teachers' Safety and Security Perception in the Chicago Public Schools at Cabrini-Green" referred to as the "TSSP" was developed and administered to elementary school teachers (N=40) working in Cabrini-Green, a low-income high-rise Chicago Housing Authority project known for high statistics in violence and crime. The teachers were employed at the Sojourner Truth elementary school with a population of about 600 students. According to the data analysis, 94 percent of the sample feel safe in the school (it should be noted that participants work in a school with a full-time security staff); 53 percent have been victims of crime at school; and 58 percent report an increase in school security in the last 5 years. It is further indicated that more crimes take place in schools than are reported by teachers to either administrators or police. Since the majority of teachers have been victims of school-related crime, it is recommended that more dialogue take place with law enforcement officials and schools administrators to help make public schools safer. The paper includes a table of the responses to the TSSP. (LL)

Ed 367 593

SP 034 956

Gerber, Alex

Synergy, Holistic Education and R. Buckminster Fuller: Education  
for a World in Transformation.

PUB DATE- 91

NOTE- 16p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Educational Change; Educational Objectives;  
\*Educational Philosophy; Elementary Secondary Education; Higher  
Education; \*Holistic Approach; Integrated Activities;  
\*Integrated Curriculum; \*Role of Education; Self Actualization  
IDENTIFIERS- \*Fuller (Buckminster); \*Synergy

This pamphlet relates this quotation by R. Buckminster Fuller to the educational process: "To be optimally effective, undertake at outset the most comprehensive task in the most comprehensive and incisively detailed manner." The principle of synergy can be used to determine when something is "optimally effective." One example of how teachers can deliberately use the principle of synergy is by integrating the curriculum so that multiple skills develop simultaneously. To undertake a "comprehensive

references.) (JDD)

ED 367 610

SP 035 032

Thaller, Eva A.  
Bibliography for the Case Method: Using Case Studies in Teacher Education.

PUB DATE- 94

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Case Studies; Education Courses; Elementary Secondary Education; Higher Education; \*Teacher Education; Teacher Education Curriculum; \*Teaching Methods

IDENTIFIERS- \*Case Method (Teaching Technique)

This bibliography presents approximately 450 citations on the use of case studies in teacher education. The items, published between 1921 and 1993, are listed alphabetically by author. They include English-language monographs, journal articles, conference papers, and book chapters. (JDD)

ED 367 611

SP 035 033

Behrens, Richard; And Others  
Effects of Gender on Perceptions of Teacher Influence.

PUB DATE- Nov 93

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; \*Attitude Measures; Elementary School Teachers; Elementary Secondary Education; \*Females; Higher Education; \*Males; Principals; Secondary School Teachers; \*Sex Differences; Superintendents; Surveys; Teacher Attitudes; \*Teacher Characteristics; Teacher Educators; \*Teacher Effectiveness

IDENTIFIERS- Mississippi; Preservice Teachers

This study was conducted to determine whether differences exist between the perceptions of constituent groups concerning what a teacher must do to produce student success in the classroom. Specifically, three research questions were addressed: (1) do preservice teachers, inservice teachers, school administrators, and college professors differ in their perceptions of effective teacher characteristics? (2) do males and females differ in their perceptions of effective teacher characteristics? and (3) will there be an interaction between group membership and gender related to perceptions of effective teaching characteristics? A survey instrument, the Perceptions of Teacher Influence, was administered to preservice teachers (N=349), inservice teachers (N=253), school administrators (N=123), and college professors (N=59). Results indicated a significant groups-by-gender interaction for three variables (watching instruction to each student's abilities, teaching students to think for themselves, and showing enthusiasm when teaching). Interaction patterns revealed that females across groups responded similarly, and at a higher level than males, to each variable; administrators were the most similar in their responses; and professors exhibited the most difference in gender perceptions. (Contains 26 references.) (LL)

risky behavior is still tentative and exploratory. There is, therefore, an opportunity for preventive interventions, provided that individual development, the social context of development, and the biological variability that makes different individuals more or less vulnerable to different kinds of environmental insults are understood. Research can offer important insights for the construction of more rational preventive interventions. (LL)

ED 367 630

SP 035 067

Oser, Fritz K., Ed.; And Others  
Effective and Responsible Teaching: The New Synthesis.  
PUB DATE- 92

NOTE- 458p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Educational Practices; Educational Research; Elementary Secondary Education; \*Holistic Approach; \*Instructional Effectiveness; Learning Processes; \*Moral Development; \*Teacher Effectiveness; Teacher Evaluation; Teacher Responsibility; Teacher Role; Teacher Student Relationship; \*Teaching (Occupation); Teaching Skills; Values Education

This book offers a new paradigm for teaching--one that gives equal weight to both the practical and the moral dimensions of the craft. Contributions from educators around the world show how to combine effective and responsible teaching so that students come away with not just skills and knowledge but values and sensibilities as well. The volume has 8 sections with the following headings: (1) "What is Good Teaching?"; (2) "New Roles for Teachers and Students" (Richard J. Shavelson, Section Editor); (3) "The Moral Dimension" (Mordecai Nisan, Section Editor); (4) "Developmental Perspectives" (Ronald Gallimore, Section Editor); (5) "Expertise in Teaching" (David C. Berliner, Section Editor); (6) "Content in Teaching" (Frank Achtenhagen, Section Editor); (7) "Toward Effective and Responsible Practice" (Jean-Luc Patry, Section Editor); and (8) "The New Synthesis." These sections contain 27 chapters that deal with such topics as new approaches to teacher assessment, the importance of a teacher's discourse ability in communicating with students, and the role of curriculum in understanding the teaching/learning process. The chapters are designed to help teachers, teacher educators, researchers, and administrators build teaching practices that develop mutual respect, ability, and obligation between teacher and student. (LL)

ED 367 631

SP 035 071

Ganser, Tom

How Mentors Rank Mentor Roles, Benefits of Mentoring and Obstacles to Mentoring.

PUB DATE- Feb 94

NOTE- 23p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; \*Beginning Teacher Induction; Elementary School Teachers; Elementary Secondary Education;

effective comparison with noncomputer teachers. It is suggested that science teachers be made aware that computers have the potential to be tools for instruction, providing ways for students to increase problem-solving skills and engage in higher-order learning. Six statistical tables are included. (LL)

ED 367 649

SP 035 095

Grymes, Joanna M.; And Others  
Pre-Service Teachers' Expectations for Children from Different Family Structures.

PUB DATE- Nov 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; Attitude Measures; Divorce; Elementary Education; \*Family Characteristics; \*Family Structure; Higher Education; Preservice Teacher Education; Rural Schools; \*Social Change; Stereotypes; \*Student Teacher Attitudes; Student Teachers; \*Teacher Expectations of Students  
Previous research, conducted when divorce was still relatively atypical, indicated that teachers have lower expectations for children from divorced families than for children from intact families. The purpose of this study was to identify current attitudes of preservice teachers toward children from different family structures. Student teachers (N=85) were asked to identify their perceptions of children in 4 family structures: (1) an intact family; (2) a divorced-single parent; (3) a never-married single parent; and (4) a divorced, gay parent family. It was hypothesized that the intact family and the divorced family would be perceived more positively than the less common family structures. The student teachers completed a questionnaire comprised of vignettes followed by 30 adjectives--half positive and half negative. Findings indicated that perception of the stigma of divorce on children has lessened; divorced, single-parent families had the most positive characteristics; the child seen most consistently in a negative light was from a never-married family; and surprisingly, the child in a gay household was described more positively overall than the child in an intact family. The limited nature of the sample, primarily rural and possibly naive concerning societal changes in family structure, is emphasized. (Contains 19 references.) (LL)

ED 367 650

SP 035 098

Keedy, John; And Others  
Exploring the Student-as-Worker Metaphor: How Do You Get There from Here?

PUB DATE- Apr 93

NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Advanced Courses; Advanced Placement; Case Studies; Class Organization; Comparative Analysis; Context Effect; \*Evaluative Thinking; High Schools; \*Intentional Learning;

PUB DATE- Dec 93

NOTE- 30p.; For a related report, see ED 365 258.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110); Reports -  
Research/Technical (143); Test, Questionnaires, Evaluation  
Instruments (160)

DESCRIPTORS- \*Academic Rank (Professional); \*College Faculty;  
\*Educational Trends; \*Full Time Faculty; Higher Education; Sex  
Differences; Tables (Data); \*Teacher Salaries

IDENTIFIERS- Higher Education General Information Survey;  
Integrated Postsecondary Education Data System

Analysis of national data identified 10-year trends in higher  
education faculty salaries from 1982-83 to 1992-93. The  
analysis used data collected through the Integrated  
Postsecondary Education Data System (IPEDS) for the academic  
years 1987-88 to 1992-93. Data for the earlier years came from  
the Higher Education General Information Survey (HEGIS).  
Highlights of the findings note that in 1992-93 full-time  
instructional faculty on 9- and 10-month contracts earned an  
average salary of \$44,700; also that for the first time during  
the 10-year period average salaries for professors and  
associate professors showed an equal annual increase of 2.4  
percent. Trend analysis showed that in both 1982-83 and 1992-93  
professors and lecturers in private institutions had higher  
average salaries than faculty in public institutions and that  
average salaries in constant dollars continue to be higher for  
males than for females. The bulk of the document consists of  
six tables showing average salaries by academic year and rank;  
by control of institution; by rank and sex (current and  
constant dollars); by academic rank; by type and control of  
institution; and the Consumer Price Index factors for the  
decade. An appendix contains the survey instrument. (JB)

ED 367 203

WE 027 151

Higher Education in Africa. Hearing before the Subcommittee on  
African Affairs of the Committee on Foreign Relations, United  
States Senate, One Hundred Third Congress, First Session (May  
17, 1993).

PUB DATE- 94

NOTE- 64p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Black Colleges; Developing Nations; \*Federal Aid;  
Foreign Countries; \*Foreign Policy; Hearings; \*Higher  
Education; International Relations; Politics of Education;  
\*Role of Education

IDENTIFIERS- \*Africa; Africans; Congress 103rd; Kenya; Uganda

Testimony on federal aid to higher education in Africa is  
recorded in this report of a congressional hearing.  
Subcommittee chairman Senator Paul Simon opened by describing  
his hope that more U.S. aid be directed to the relatively new  
but now deteriorating African institutions of higher education.  
John Hicks, from the Bureau for Africa at the Agency for  
International Development, testified on early efforts to assist  
Kenya and Uganda, past assistance in agricultural higher  
education, and current activities. Fred Hayward, of the  
American Council on Education, testified by comparing U.S. and  
African higher education. Frank Morris, Dean of Graduate Study  
and Research at Morgan State University (Maryland), testified  
about using indigenous expertise, policies that encourage short-  
term solutions, and the untapped resources of the historically



with egalitarian values, booming industries, and stable governments would most likely have more students seeking higher education. An appendix provides complete data for all countries. (Contains 10 references.) (JDD)

ED 367 222

HE 027 187

Hozeski, Bruce W.; And Others  
Task Force on Faculty Productivity.

PUB DATE- Nov 93

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Rank (Professional); Administrators;

\*College Faculty; \*Faculty Workload; Higher Education;

\*Productivity; State Universities; Surveys; \*Teacher Attitudes

IDENTIFIERS- \*Ball State University IN

A survey was conducted of 532 faculty members and 11 administrators at Ball State University (Indiana) concerning the number of hours that faculty typically work; extent of their time devoted to teaching, research, and service/administration; how faculty workload differs by rank and status; and how faculty feel about productivity issues. Findings revealed that: (1) there were no significant differences among various colleges for number of hours worked; (2) the average faculty workload exceeded 50 hours per week for all ranks, and ranged from full professors averaging 57.9 hours down to instructors averaging 53.8 hours; (3) time spent on teaching activities was 40 hours per week for instructors, 34.7 hours for assistant professors, 32.4 hours for associate professors, and 29.4 hours for full professors; (4) assistant professors devoted more time to research than any of the other groups; and (5) administrators reported a mean of 61.4 hours worked, with 11.4 hours devoted to teaching activities, 9.6 hours to research, and 40.4 hours devoted to service/administration. The report includes a copy of the survey form, figures illustrating study findings, responses to the open-ended questions, a commentary on the responses, and the Constitution of the University Senate. (JDD)

ED 367 223

HE 027 188

Scheetz, L. Patrick

Recruiting Trends 1992-93: A Study of Businesses, Industries, and Governmental Agencies Employing New College Graduates. 22nd Anniversary Edition.

PUB DATE- 4 Dec 92

NOTE- 90p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143), Numerical/Quantitative Data (110)

DESCRIPTORS- Business; \*College Graduates; \*Employer Attitudes;

Employment Interviews; Employment Opportunities; \*Employment

Projections; Higher Education; Industry; Labor Force; Labor

Market; \*Personnel Needs; Public Sector; \*Recruitment;

Salaries; \*Supply and Demand; Surveys; Trend Analysis

This report examines expectations of employers hiring new college graduates for the 1992-93 labor market, based on a survey of 504 organizations. Survey questions focused on: anticipated changes in job market demand and hiring trends for new college graduates; expected starting salaries; campus recruitment

DESCRIPTORS- \*Academic Achievement; \*Access to Education; College Faculty; Degrees (Academic); \*Educational Quality; \*Enrollment; Higher Education; Private Financial Support; Professional Education; Public Colleges; Scores; \*State Aid; State Universities; Trend Analysis; \*Tuition  
IDENTIFIERS- \*Colorado

This document is a companion statistical data appendix to the "Scorecard on Colorado Public Higher Education" which examined the following aspects of public higher education in the state of Colorado: educational excellence; educational access and diversity; efficiency in the delivery of education; and adequacy of resources for the delivery of education. This document provides the same measurements as the Scorecard, but with details for each institution involved. Specific information provided includes: (1) American College Testing and Scholastic Aptitude Test scores of first-time freshmen; (2) performance of Colorado graduates on graduate and professional licensure exams; (3) completion rates; (4) average faculty salary; (5) college participation rate; (6) degree recipients by ethnicity; (7) faculty diversity; (8) student-to-faculty ratios; (9) revenue per student; (10) state appropriation per resident student; (11) tuition income per resident full-time equivalent (FTE) student; (12) tuition income per non-resident FTE student; (13) state financial aid per resident student; and (14) alumni and private contributions. Recent trends are also examined in enrollments, degrees granted, state appropriations, resident and non-resident tuition revenues, and state financial aid appropriations. An appendix provides notes on sector groupings and data sources as well as definitions. (GLR)

ED 367 242

HE 027 209

Martin, James; And Others  
Merging Colleges for Mutual Growth. A New Strategy for Academic Managers.

PUB DATE- 18 Jan 94

NOTE- 272p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Consortia; \*Cooperative Planning; Curriculum Development; \*Educational Planning; Educational Quality; Foreign Countries; Higher Education; \*Intercollegiate Cooperation; Leadership; Legal Problems; \*Mergers; \*Shared Resources and Services; Staff Development; Strategic Planning  
IDENTIFIERS- England

This book brings together essays written by higher education professionals that provide practical and theoretical advice on the academic, financial, administrative, legal, personnel, and student aspects of college mergers. Together, the contributors set forth an action plan for those involved in planning and implementing such mergers, and outline the potential in a new approach, namely: "the mutual-growth strategy." Essays and their authors are as follows: "Achieving Academic Excellence through Strategic Mergers: A New Approach" (James Martin and James E. Samels); "Higher Education Mergers, Consolidation, Consortia, and Affiliations: A Typology of Models and Basic Legal Structures" (James E. Samels); "The Role of Trustees and Governing Boards in College and University Mergers" (John F. Welsh); "Presidential Leadership and the Mutual-Growth Concept"

DESCRIPTORS- Alumni; \*Capital; College Presidents; Donors; \*Fund Raising; Higher Education; \*Liberal Arts; \*Private Colleges; Trustees

A study was done of private liberal arts colleges and universities and their recent experiences with conducting capital campaigns. A 24 question checklist-style survey was mailed to 29 institutions in 17 states. Participants were either currently engaged in a capital fund raising campaign or had recently completed one. Twelve of the 29 colleges responded to the first mailing. This was followed by telephone interviews. All 29 colleges eventually responded either by mail or by telephone. Data were analyzed by calculating simple means for most of the questions. The typical institution was a 125-year-old private institution with 65.5 percent claiming a religious heritage. The larger the trustee body, the greater the percentage of the total goal was their personal giving. The average percentage for all boards was 27.2 percent. On average 47.5 percent of alumni gave to campaigns. In addition, the largest gift to a campaign was: typically from an individual; given before the campaign was publicly announced; and in the \$2 million to \$6 million range. The institution's president was important to campaign success as an active participant and visible leader. Successful planning initiated and led by the president tended to draw trustees into the campaign planning. Timing in response to economic conditions was often mentioned as an important consideration. Most colleges exceeded their overall campaign goals. (JB)

ED 367 260

HE 027 231

Gardenhire, John Fouts

Classroom Techniques for Black Male Student Retention.

PUB DATE- Nov 93

NOTE- 14p.; Paper presented at the Annual Meeting of the National Council for Teachers of English (San Francisco, CA, November 17-22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Black Students; Classroom Communication; \*Classroom Techniques; \*College Students; \*Dropout Prevention; Higher Education; \*Males; School Holding Power; \*Teacher Student Relationship

This paper describes and encourages the application of 20 classroom techniques to enhance the retention and success of black male college students. Though retention enhancement programs work best when institution-wide support and commitment are behind them, the techniques described here can be implemented in the classroom with significant results even while lacking all institutional support. The techniques described have all been used extensively by the author, a teacher. They are: (1) learn their names; (2) assign specific required office hour visits early in the semester; (3) use "calling cards" (a system of telephone networking between students); (4) touch each student (handshakes especially encouraged); (5) use peer tutors and counselors; (6) use collaborative learning frequently; (7) use 5-minute get acquainted sessions (formats suggested); (8) encourage joining of clubs and campus activities; (9) walk them through the campus; (10) take field trips; (11) vary instructional mode;

education for black students are considered next and include affirmative action, recruitment, financing a college education, admission and retention, motivation, black athletes, and alternative routes to college education. The ideal inclusive university is described in the following chapter. The final chapter offers specific recommendations which address institutional commitment, public and private support, and the black community's response. (Contains 50 reference notes.) (DB)

ED 367 280

HE 027 324

Crimmel, Henry H.

The Liberal Arts College and the Ideal of Liberal Education: The Case for Radical Reform.

PUB DATE- 93

NOTE- 384p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- Academic Freedom; \*College Curriculum; \*College Environment; College Faculty; Colleges; Curriculum Development; \*Educational Change; Educational Environment; Educational Objectives; \*Educational Philosophy; Higher Education; Institutional Mission; \*Liberal Arts; \*Teacher Role

This book analyzes the crisis facing the American liberal arts college and offers a proposal for its reform. It argues that a college's infidelity to the ideals of liberal education adversely affects its relationship to society, its educational program, and its teachers. A definition and a defense of liberal education ideals is offered. The author stresses that the liberal arts college must not submit to any ideology, political agenda, or vocational interest; that the college's educational program must be centered around a set of rational, theoretical, and practical skills; and that the college teacher must be autonomous and uncompromised by scholarly or administrative responsibilities. This argument is presented in 10 chapters grouped into two parts. Part 1 describes the ways that typical liberal arts colleges have failed to deliver on their promises of a liberal education, and by so doing, have lost their institutional integrity. Part 2 specifies the principles that must be adopted to recover this integrity. Individual chapters address principles concerned with: (1) the nature of liberal education, (2) the importance of institutional independence, (3) the ideal liberal arts curriculum, and (4) the need for teacher autonomy. (Individual chapters contain references.)

ED 367 281

HE 027 325

Huber, Richard M.

How Professors Play the Cat Guarding the Cream: Why We're Paying More and Getting Less in Higher Education.

PUB DATE- 92

NOTE- 201p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- \*Accountability; College Environment; \*College Faculty; College Presidents; \*Cost Effectiveness; \*Educational Quality; Faculty College Relationship; \*Faculty Workload; Governance; Governing Boards; Higher Education; Institutional Mission; Instructional Improvement; Leadership; Multicultural

Secondary Education; Futures (of Society); Higher Education; Instructional Design; Multimedia Instruction; Organizations (Groups); \*Professional Associations; \*Professional Training; Technological Advancement; Telecommunications

This yearbook is designed to provide media and instructional technology professionals with an up-to-date, single-source overview and assessment of the field of educational technology. It offers organized access to the hot topics, trends, issues, and advancements in the field, with comprehensive coverage of developments in theory, hardware, software, dissemination, applications, organizations, and delivery systems. The yearbook is divided into eight parts. Part 1 focuses on trends and issues and also offers a look to the future in "Educational Technology 2010: A Look Ahead" (Howard J. Sullivan and others). Part 2 covers the profession as a whole. Current developments in the field, such as constructivism, California's Action Program, and Project Choice, are discussed in Part 3. Part 4 is a leadership profile of Dr. Harry A. Johnson, recipient of the 1993 Association for Educational Communications and Technology (AECT) Distinguished Service Award. Part 5 provides reports from seven professional organizations. Several hundred pertinent organizations are listed in the annotated entries of Part 6. Part 7 covers graduate programs, scholarships, fellowships, and awards currently available in the field. Finally, Part 8 contains a resource list of media-related books, journals, articles, and ERIC documents. An index is provided. (TMK)

ED 367 301

IR 016 564

Hearing on H.R. 856, The Educational Research, Development and Dissemination Excellence Act. Hearing before the Subcommittee on Select Education and Civil Rights of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session.

PUB DATE- 27 May 93

NOTE- 96p.; Serial No. 103-33.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Educational Change; Educational Innovation; \*Educational Research; Educational Strategies; Elementary Secondary Education; \*Federal Government; Federal Legislation; \*Government Role; Hearings; Higher Education; Information Dissemination; Partnerships in Education; Professional Associations; Professional Development; \*Research and Development

IDENTIFIERS- American Educational Research Association; Congress 103rd; Proposed Legislation

The hearing transcribed in this report is focused on the imperative of having a federal educational research and development strategy. As part of this strategy, a discussion concerning an innovative approach to dissemination and professional development also took place. The report contains testimony from: (1) G. Carl Ball, Committee on the Federal Role in Education Research, National Research Council, National Academy of Sciences and Andrew C. Porter, Committee on the Federal Role in Education Research, National Research Council, National Academy of Sciences, Wisconsin Center for Education Research; (2) A. Alfred Taubman, Chairman, Michigan Partnership for New Education, Michigan State University; (3) Judith Lanier, President, Michigan Partnership for New Education, accompanied by Elnora Crutchfield, Assistant Principal for the Seventh Grade, Holmes Middle School, Flint, Michigan; (4)

Stout, Sheri A.  
ABI/Inform and Wilson Business Abstracts: A Comparison.  
PUB DATE- Nov 93  
NOTE- 44p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Undetermined (040), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Chi Square; College Libraries; Comparative Analysis;  
Database Producers; \*Databases; Higher Education; Indexing;  
Library Services; \*Optical Data Disks; Questionnaires;  
Reference Services; \*User Satisfaction (Information)  
IDENTIFIERS- \*ABI INFORM; Business Information; Kent State  
University OH; \*Wilsondisc

This study compares ABI/INFORM and Wilson Business Abstracts in order to determine user preference. Surveys in the form of questionnaires were used to evaluate users' preference of interface, database response time, search results and ease of use with both business CD-ROM databases. Kent State University students, faculty, and patrons interested in either business database were asked to participate as well as on-site users of the business databases. Questionnaires were collected anonymously at the reference desk and were subjected to descriptive statistical analysis (e.g., frequencies, percentages, and chi square relationships). Overall the ABI/INFORM database was preferred because of more complete records and indexing more journal titles. When a library can afford only one business CD-ROM, ABI/INFORM should be considered because of its good all around coverage. The survey instrument is appended. (Contains 31 references.) (Author/TMK)

ED 367 321

IR 054 852

Anderson, Deborah W.  
Assessing the Role of the Public Librarian with the Whole Language Teacher as Patron.  
PUB DATE- Jun 93  
NOTE- 28p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Childrens Libraries; Educational Change;  
Educational Planning; Elementary Secondary Education;  
Instructional Materials; \*Librarian Attitudes; Librarians;  
\*Library Materials; Library Research; \*Library Role; Library  
Services; Library Surveys; Mail Surveys; \*Public Libraries;  
State Surveys; \*Whole Language Approach  
IDENTIFIERS- \*Librarian Teacher Cooperation; Ohio

Public schools in Ohio are adopting whole language, literature-based curricula. As a result, teachers are using the public library more frequently, borrowing greater quantities of books and materials, and asking librarians to assume non-traditional roles such as that of curriculum planner and teacher. The purpose of this study was to examine how librarians view their changing roles, what lending procedures are in place to deal with greater demand for materials, and what materials and services are available to accommodate the whole language teacher. A questionnaire was mailed to 170 children's librarians employed in Ohio public libraries. The results of the study show that the role of the librarian is changing and that librarians welcome this change and view it as a positive one. Librarians are willing to take their skills and move beyond the walls of their library, are becoming knowledgeable

offered a variety of services to the school teachers in their area including class visits to the library, storytimes for classes, library instruction for students, and librarian visits to classrooms; only half of the libraries surveyed provide collections of books for teachers to use in the classroom; most of the librarians had visited the school media centers; and the majority of the librarians communicate with teachers once a month or once a year. The questionnaire used in the study is included in the appendix. (Contains 19 references.) (Author/JLB)

ED 367 343

IR 054 875

Wright, Gretchen McHenry

A Study of Four Public Libraries in Northeastern Ohio To Determine the Restriction of Access of Materials to Children.

PUB DATE- 10 Nov 93

NOTE- 67p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Access to Information; Adolescents; \*Censorship; Children; Elementary Secondary Education; \*Intellectual Freedom; Interviews; Librarians; \*Library Circulation; Library Collections; Personal Autonomy; Privacy; \*Public Libraries; Videotape Cassettes

IDENTIFIERS- \*Library Policy; Ohio (Northeast)

This study of four public libraries in Northeastern Ohio was conducted to determine the amount, if any, of restriction of access of materials to minors. Four libraries were opportunistically selected, and the director and children's librarian in each were interviewed. The emerging hypothesis was that some restriction would occur. The written policies and procedures of each library were examined to determine if they were practiced in reality. The study determined that there is a trend toward restriction of audiovisual material, especially video cassette tapes, to those under 18. Other less obvious restrictions on print material are also covered in this study. Through reading the literature on this topic, it was determined that these libraries are not unusual in their practice of restricting video tapes to adults only. The interview schedules are appended. (Contains 13 references.) (Author/JLB)

ED 367 344

IR 054 876

Lefelhocz, Charlotte P.

A Study of the Incorporation of Information Technologies into the Curricula of Some ALA-Accredited Library and Information Science Programs.

PUB DATE- Dec 93

NOTE- 58p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; Computer Networks; Curriculum Design; Curriculum Evaluation; Databases; Electronic Mail; Higher Education; Information Networks; \*Information Science; \*Information Technology; Interviews; \*Library Education; \*Library Schools; Microcomputers

IDENTIFIERS- American Library Association; Internet

Ten randomly-chosen U.S. American Library Association (ALA) accredited programs which grant the first professional degree in library and information science (LIS) were studied to

\*Aging (Individuals); Library Administration; Library Associations; Library Extension; Library Personnel; \*Library Services; Library Surveys; \*Older Adults; \*Public Libraries; Questionnaires; Retirement; Social Attitudes; \*Users (Information)

IDENTIFIERS- Ohio (Northeast)

The purpose of this study is to determine the level of public library service given to those over age 64 in the seven Ohio counties which make up the Northeastern Ohio Library Association (NOLA). Based on a survey of the 34 public libraries in NOLA, this study of older adult services may be used as a basis for setting performance goals and objectives against which a library's success may be gauged. The investigation is based on the assumption that the needs and requirements of this particular segment of the population ought not be submerged by being grouped into adult services, that they have a specific claim on the resources of the public library. The following areas were analyzed: library staff attitudes; information and resources; service for all older adults; cultural, economic, and ethnic differences; liaisons; employment; planning participation; changing needs studies; budget commitments; and library comparisons. The survey questionnaire is included in the appendix. (Contains 27 references.) (JLB)

ED 367 366

IR 054 914

Featherstone, Jan Alyce

The Origins and Development of the Academic Library Systems Office in Ohio, 1960-1990.

PUB DATE- Dec 90

NOTE- 65p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Libraries; Higher Education; Information Technology; \*Library Automation; \*Library Development; Library Networks; \*Library Personnel; Library Role; Library Services; Library Surveys; Questionnaires; State Surveys; Technological Advancement

IDENTIFIERS- Ohio; OhioLINK

The purpose of this study is to look at how the academic library systems office (i.e., an entity or group of entities within a library whose purpose is to oversee the hardware and software systems functions within its electronic automated processes and services for the use of the staff and public) in Ohio has evolved to become a library-wide service and to explore the past and present roles and responsibilities of the systems office and its staff in relation to library automation's technological evolution and expansion. The study concentrated on the following three issues: the historical background of the systems office; the professional qualifications of staff; and the job responsibilities of the systems officer and staff. Through an analysis of automation literature and the use of a questionnaire survey, data were obtained and tabulated using the 17 academic libraries involved with OhioLINK as a sample population. The study found that the academic library systems office and staff evolved and expanded simultaneously with library automation technology. The library automation questionnaire is included in the appendix. (Contains 64 references.) (JLB)

ED 367 367

IR 054 915



students' views in the classroom, and describe a collaborative approach to teaching assessment and development. Factors taken into account in the holistic model of teacher evaluation used in the project included individual differences among students, instructor style, instructor-student interaction, environmental factors, and organizational factors. To investigate student differences, surveys were distributed to students on the first day of classes each quarter, soliciting information on their educational backgrounds, goals, motivations, expectations, characteristics, world views, personality characteristics, and styles of creativity. The instructor also completed personality and world view inventories to gather information on instructor style and was observed and videotaped to examine in-class dynamics, exchanges, feedback to students, and the social-psychological climate. In addition, students were surveyed about the course and interviewed to determine their perspective of teaching and learning in the course. These students showed that they were very perceptive about the instructor's goals, had constructive suggestions for improvement, and enjoyed being asked about their ideas. The holistic approach proved a benefit to the instructor, the students, and the researcher, who all gained insight into the collaborative teaching-learning process. The survey instruments are appended. (BCY)

ED 367 387

JC 940 137

Lessard, Richard

Integrating Learner-Driven and Organization-Driven Agendas: A Workplace Study.

PUB DATE- 93

NOTE- 146p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Basic Skills; Community Colleges; Cooperative Programs; Employer Employee Relationship; Employment Problems; Followup Studies; \*Implant Programs; \*Labor Education; Program Descriptions; Program Effectiveness; Program Evaluation; Quality of Working Life; \*School Business Relationship; Two Year Colleges

IDENTIFIERS- Alpena Community College MI

For the past 4 years, Alpena Community College (ACC) in Michigan has been involved in the Workplace Partnership Project (WPP), a federally funded program which brings basic skills classes into the worksite to help upgrade employees' math, reading, writing, problem-solving, and science knowledge. The college works with partner companies to help coordinate the needs of the workers with the needs of the company. The classes typically run for 16 hours and involve about 10 students. Instruction is usually very concentrated, with a pragmatic, process pedagogy. This report describes and assesses ACC's partnership with Acme Coating, a relatively small company with high turnover, widespread job dissatisfaction, and high stress among the employees. The report includes: (1) introductory remarks about the importance of self-determination and learner-centered curricula; (2) an overview of the WPP and its objectives; (3) background information on Acme Coating; (4) an overview of the steps taken to move the WPP from theory to practice; (5) the text of instructor journals kept throughout the project to record what was happening in classes and the progress that was made, instructors' final thoughts about the class, and class evaluations and suggestions for improvement; (6) an evaluation of the WPP; (7) a student evaluation questionnaire and results;

fall 1992, an overall increase of 1.7% from the previous fall. The data also revealed a continuing shift away from senior institutions to two-year colleges, which enrolled 45% of SUNY transfer students in 1992. Appendixes provide a map of state university institutions, a chronology of dates of establishment of SUNY institutions, and a list of SUNY publications. (MAB)

ED 367 405

JC 940 169

Ovel, Steven J.; Olejniczak, Lon  
A Comprehensive Approach to Economic Development.  
PUB DATE- 7 Dec 92

NOTE- 45p.; Paper presented at the National Conference of the National Council for Resource Development (26th, Washington, DC, December 5-8, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Community Colleges; Community Development; \*Economic Development; Job Skills; \*Job Training; Labor Force Development; \*Program Administration; Program Descriptions; Retraining; \*School Business Relationship; School Community Relationship; Small Businesses; Technological Advancement; Two Year Colleges

IDENTIFIERS- \*Kirkwood Community College IA

Kirkwood Community College's (KCC's) economic development efforts in Iowa provide a full-service, regional delivery system for customized job training, retraining, and economic development services and programs. The mission of Kirkwood Economic Development Services (KEDS) is to assist the region's business and industry in becoming more productive, competitive, quality conscious, and profitable. The first section of this paper provides an overview of economic development in Iowa and KCC's role in the economic development process. After section II reviews the characteristics of the changing workplace of the 1990's, section III explains the evolving role of community colleges in responding to those changes. Section IV begins by explaining the organization of KEDS and then provides descriptions of various KEDS programs and services, including: (1) the Kirkwood Business and Industry Training Center; (2) the East Central Iowa Center on Quality; (3) the Kirkwood Regional Economic Development Center, which heads the Rural Telecommunications Project and the Eastern Iowa By-Product and Waste Search Service; (4) the Kirkwood New Business Center, which has a branch office for small business development and operates a Rural Small Business Development Project; (5) the Iowa Procurement Outreach Center; (6) the Kirkwood Rural Development Center; (7) Kirkwood Industrial Modernization Services; (8) the East Central Iowa Council of Governments; (9) the Kirkwood Dislocated Worker Center; and (10) the Iowa State University Center for Industrial Research and Service. Attachments to the paper provide a KEDS program summary, the KEDS 1994 business plan, and an organizational chart and job descriptions for KEDS personnel. (ECC)

ED 367 406

JC 940 170

Cooke, Brian P.  
Rethinking Teaching and Testing: Quality in the Classroom.  
PUB DATE- 94

NOTE- 19p.; Paper presented at the Eastern Regional Competency-Based Education Consortium's Annual Total Quality Education

IDENTIFIERS- \*Florida; \*Lottery

One of the more pervasive fiscal trends of the past three decades is the use of state-sponsored lotteries to raise revenue, often earmarked for such publicly supported institutions as public colleges. Evidence exists, however, that lottery revenues, which are unstable in nature, tend to supplant stable general revenue funds. Moreover, lottery ticket purchases can suppress other state tax sources, thus causing a further redistribution of a state's general fund expenditures. To examine the fiscal results over time of earmarking lottery funds to a public community college system, a study of changes in available resources and actual expenditures was conducted in the Florida Community College System (FCCS) since the inception of the state's Education Lotteries in 1987. Study findings, based on a review of revenue and expenditure trends for 23 fiscal years, included the following: (1) the implementation of lottery funding was associated with a decrease in community college expenditures, and with a decline in general revenue allocations to the FCCS; (2) there was no statistically significant evidence that lottery funds supplanted general revenue funds in Florida, since allocations represented a small percentage of total allocations; (3) the FCCS was shown, however, to be increasingly dependent on non-state sources of revenue since the inception of the lottery; and (4) when lottery funds were distributed without categorical restrictions on their use, the overall level of state support was found to be lower than when funds were allocated with categorical restrictions. Contains 84 references. (BCY)

ED 367 422

JC 940 193

Seese, Lillian

Revising the Mathematics Department.

PUB DATE- Feb 94

NOTE- 10p.; Paper presented at the International Conference for Community College Chairs and Deans (3rd, Phoenix, AZ, February 23-26, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Standards; Accountability; \*College Mathematics; College Outcomes Assessment; Community Colleges; Course Content; Course Evaluation; \*Mathematics Education; \*Mathematics Instruction; Part Time Faculty; Teacher Attitudes; Teacher Evaluation; Teaching Methods; Two Year Colleges

In the past 5 years, the Mathematics Department at Saint Louis Community College (SLCC) in Meramec, Missouri, has made major curricular modifications and changed the role of faculty members in helping students succeed. These changes have been made in an effort to bring the curriculum in line with the National Council of Teachers of Mathematics' 1986 standards for K-12 education; to implement the proposals of the Calculus Reform Movement; and to accommodate students with poor math preparation. Changes that have taken place within many mathematics departments throughout the country include the following: (1) mathematics departments are more accepting of the use of technology and computer-managed instruction, offering underprepared students an alternative to traditional classroom situations; (2) faculty are working with increasing numbers of disabled students to identify the academic adjustments that will help them succeed; (3) faculty are facing the attitudinal effects of grade inflation; (4) faculty teach

PUB TYPE- Reference Materials - Bibliographies (131)  
 DESCRIPTORS- Annotated Bibliographies; Early Childhood Education;  
 \*Educational Research; Foreign Countries; \*Parent Education;  
 \*Social Services  
 IDENTIFIERS- \*Australia; Maori (Language); Maori (People); \*New Zealand; Pacific Islanders  
 Intended for parents as well as people working in the early childhood education field, this annotated bibliography contains 73 publications of primarily New Zealand and Australian origin on parent support. The first section lists materials especially for persons working with parents in the community. The second section lists 12 articles by Douglas R. Powell, an American expert on parent education and parent support programs, while the final section lists 14 Australian and New Zealand publications especially for parent use. All listings are indexed by author, title, Maori material and Pacific Island material. Two appendixes contain a suggestion form for additions to future bibliographies and an evaluation form. (MDM)

ED 367 440

PS 021 877

Reece, Harriet F.  
 Including Special Needs Children in Child Care Environments. A Manual To Enable Child Care Decision-Makers To Offer Developmentally Appropriate Preschool Programs for Children with and without Special Needs.

SPONS. AGENCY- Florida State Dept. of Health and Rehabilitative Services, Tallahassee. Office of Children, Youth and Families.

PUB DATE- Sep 93

NOTE- 261p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Non-print Media (100), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Audiotape Cassettes; Check Lists; \*Day Care; \*Mainstreaming; Preschool Education; Professional Development; \*Program Evaluation; \*Program Guides; \*Program Implementation; \*Special Needs Students; Workshops

IDENTIFIERS- \*Developmentally Appropriate Programs; Inclusive Educational Programs

The purpose of this manual is to promote the inclusion of special needs children in child care environments by applying an eight-step process of training, mentoring, and evaluating. The material in the manual covers approximately 6 months of enabling experiences for child care center owners and directors preparing to include special needs children in their program. Through this eight-step program they should: (1) make a commitment to the principle of inclusion; (2) participate in an 8-hour workshop; (3) observe model centers; (4) accept technical assistance; (5) engage in self-evaluation; (6) schedule an independent evaluation; (7) agree to validation review; and (8) publicize their policy of inclusion. The bulk of the manual contains activities for the 8-hour workshop, trainer resources, participant handouts, staff evaluation instruments, sample letters and forms, and a list of additional resources. A 10-minute audio cassettes (not available from ERIC) contains questions and answers about the Americans with Disabilities Act and a story told by a handicapped child and a parent. (MDM)

ED 367 441

PS 021 924

containing a list of 19 additional resources accompanies the activity book. (TJQ)

ED 367 458

PS 022 052

O'Brien, Leigh M.

A Case Study of Teacher Strategies Used with Mixed-Age Groups of Children in One Preschool Setting.

PUB DATE- Feb 92

NOTE- 18p.; Revision of a paper presented at the Annual Ethnography in Education Forum (13th, Philadelphia, PA, February 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Age Differences; \*Age Groups; Case Studies; Curriculum Development; \*Day Care; Day Care Effects; \*Educational Strategies; Ethnography; \*Preschool Curriculum; Preschool Education; \*Preschool Teachers; \*Teacher Attitudes

IDENTIFIERS- \*Mixed Age Groups

This study evaluated the teaching methods of 11 day care teachers and caregivers at a university-sponsored center to determine if: (1) the teachers used different strategies for same-age and mixed-age groups of children; (2) there are differences in strategies used by less- and more-experienced teachers; and (3) teachers used specific strategies to enhance the social and intellectual development of children in mixed-age groups. Through ethnographic interviews and observations, it was determined that teachers preferred mixed-age groups; they considered planning for mixed age groups to be more open-ended than planning for same-age groups. Staff who were more experienced used strategies to enhance social and intellectual development more often than less experienced staff. Some teachers tended to focus on specific skills rather than intellectual and social abilities with mixed-age groups, and teachers' life experiences had an impact on how they felt about mixed-age grouping. (An appendix contains a list of teaching strategies for maximizing the benefits of mixed-age grouping.) (MDM)

ED 367 459

PS 022 068

Milne, Rosemary

Bilingual Models for Early Childhood Education: Birth to Five Years.

PUB DATE- Aug 92

NOTE- 32p.; Paper presented at the World Congress of the World Organization for Early Childhood Education (20th, Flagstaff, AZ, August 2-7, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Bilingual Education; \*Bilingual Education Programs; Day Care; English (Second Language); Foreign Countries; Minority Groups; \*Multicultural Education; Preschool Education; Program Development; \*Second Language Programs

IDENTIFIERS- \*Australia (Victoria)

This paper describes a project undertaken by the Free Kindergarten Association-Multicultural Resource Centre in Victoria, Australia, to develop policies, models, and strategies for establishing and maintaining bilingual programs

Dimensions; \*Evaluation Standards; New York (West)

This study determined the criteria used by administrators to assess effective teaching by early childhood public school teachers and explored the relationship between such evaluative criteria and research- and theory-based indicators of developmentally appropriate practices. Instruments used for evaluation were collected from 17 school districts in western New York State. Two raters, specially trained by the National Association for the Education of Young Children (NAEYC) to validate compliance of programs with guidelines for professional practices, independently rated the concurrence of each criterion item with criteria from recent NAEYC professional documents, including "Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8" and "Code of Ethical Conduct." Findings indicate that 14 of the 17 districts studied include criteria items consistent with those from NAEYC documents. Although in general, the assessed teacher evaluation instruments were aligned with professional document criteria, observations indicate that practices in many classrooms have little relationship to criterion items. A comprehensive teacher evaluation instrument closely aligned with the NAEYC documents was developed and is included. (MDM)

ED 367 478

PS 022 120

Bartkowiak, Elaine T.; Goupil, Mary Ann  
Parents' Beliefs Regarding Early Childhood Education (Birth to Third Grade).

PUB DATE- 92

NOTE- 29p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Curriculum Research; Disabilities; \*Early Childhood Education; \*Elementary School Curriculum; Individual Differences; \*Parent Attitudes; Parent School Relationship; \*Preschool Curriculum; Surveys

IDENTIFIERS- \*Developmentally Appropriate Programs;

Developmentally Inappropriate Programs; New York (West)

This study examined parental beliefs regarding developmentally appropriate preschool programming. A survey instrument based on National Association for the Education of Young Children (NAEYC) guidelines for developmentally appropriate practices (DAP) was designed to assess beliefs concerning: (1) curricular goals; (2) teaching strategies; (3) guidance of socio-emotional development; (4) aesthetic development; (5) motivation; (6) parent-teacher relations; (7) assessment of children; (8) program entry; and (9) staffing. The survey was distributed to 160 parents of both preschool and K-3 normally achieving children and children with handicapping conditions in western New York State. Findings revealed that parents of normally achieving school age children indicated a better knowledge of developmentally appropriate practices than parents of preschool children and school-age children with handicaps. Teacher-directed instruction was more favored by parents of children with handicapping conditions, and the majority of all parents felt that paper and pencil tasks and coloring were more important than play activities using play dough, sand, and painting. (A copy of the parent survey is appended.) (MDM)

ED 367 479

PS 022 121

Peterson, Julie Penshorn  
Teaching Nonviolent Living Skills in Preschool: Parental  
Perspective.

PUB DATE- Dec 93

NOTE- 72p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Conflict Resolution; Curriculum Development; \*Daily  
Living Skills; \*Parent Attitudes; Parent Participation; Peace;  
\*Preschool Curriculum; Preschool Education; Program  
Effectiveness; Questionnaires; Teacher Attitudes; \*Violence

IDENTIFIERS- \*Nonviolence; \*Peace Education; Peace Studies

A study sought to determine whether or not parents felt that  
education in nonviolent living skills was important to their  
choice of a preschool for their child. Questionnaires were  
distributed to parents at four preschools and to parents of  
children attending a test site preschool with a peace studies  
program. A teacher focus group was also surveyed, as well as  
spokespersons from local alternative schools. Results of the  
study indicated that: (1) parents thought teaching children  
nonviolent living skills was important, and they would pay more  
and participate to get such programs for their child; (2) the  
quality and quantity of parent-staff communication and parent  
education is critical to a peace program; (3) parent  
involvement is important in promoting the benefits of such a  
program; (4) parents do not view preschoolers as too young to  
start learning nonviolent living skills; (5) teachers need a  
supportive environment in which to implement a peace program;  
(6) a preschool curriculum for this kind of program needs  
development; and (7) longitudinal studies of children who have  
participated in preschool peace studies programs would be  
helpful in ensuring optimum outcomes for children in future  
programs. This report is divided into four chapters:  
"Introduction", "Literature Review," "Methods and Results" and  
"Discussion" (conclusions). A list of organizations involved  
with peace studies and copies of the surveys are appended.  
Contains 58 references. (TJQ)

ED 367 498

PS 022 175

Roberts, Sharon Pol; Heroman, Deborah S.  
Student Perceptions of Elementary School Climates in the  
Louisiana School Effectiveness Study: A Comparison of Phase III  
and Phase IV.

PUB DATE- 30 Sep 93

NOTE- 20p.; Paper presented at the Annual Meeting of the  
Association of Louisiana Evaluators (New Orleans, LA, September  
30, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; \*Educational Change;  
\*Educational Environment; \*Elementary School Students; Grade 3;  
Longitudinal Studies; Primary Education; \*School Effectiveness;  
\*Student Attitudes; Teacher Attitudes

IDENTIFIERS- \*Louisiana School Effectiveness Study

A 5-year study examined third-graders' perceptions of school  
climate in 16 Louisiana schools. Part of the Louisiana School  
Effectiveness Study (LSES), Phase III and IV examined student  
perceptions in 1984-85 and 1989-90, respectively, and also  
gathered demographic data and multiple measures of student

Yesterday: Rural Education and the At-Risk Student.

PUB DATE- 16 Oct 93

NOTE- 43p.; Paper presented at the Annual Conference of the National Rural Education Association (85th, Burlington, VT, October 16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Children; Dropouts; Early Intervention; Early Parenthood; \*Educationally Disadvantaged; Elementary Secondary Education; \*High Risk Students; One Parent Family; \*Poverty; Preschool Education; \*Rural Areas; \*Rural Education; School Size; \*Social Problems

IDENTIFIERS- Project Head Start

Like urban America, rural America faces problems with drugs, crime, unemployment, poverty, inadequate health care, teenage pregnancy, suicide, etc. Almost three quarters of all public schools in the United States are in rural areas. At least 30 percent of America's current school-age children are at risk and have become educationally disadvantaged. Factors that contribute to student failure are poverty, negative attitudes toward school in the home and neighborhood, single parent households, drug abuse, violence, and inadequate preschool opportunities. Early intervention provides the best opportunity to break the cycle of dependence for disadvantaged children. High rates of teenage pregnancy perpetuate the cycle of generations of children who live in poverty and are at risk of school failure. The school and individual classroom teachers may have the last opportunity to rescue these children from an unproductive and difficult life. The school with a smaller student population generally has a better opportunity to provide the individual attention needed by the marginally achieving student. Rural educators should build on this advantage and offer at-risk students encouragement and a positive attitude to help them achieve. Contains 78 references. (KS)

ED 367 519

RC 019 514

Leue, Mary M., Ed.

Challenging the Giant, Volume II: The Best of SKOLE, the Journal of Alternative Education.

PUB DATE- Jan 94

NOTE- 504p.; Photographs may not reproduce clearly. For Volume I, see ED 356 930.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Change Agents; \*Change Strategies; \*Educational Change; Educational Experience; \*Educational Philosophy; Educational Research; Elementary Secondary Education; Family School Relationship; \*Home Schooling; \*Nontraditional Education; Personal Narratives; Program Descriptions; Public Schools; \*Small Schools

This book represents a collection of over 60 articles appearing in SKOLE: the Journal of Alternative Education from 1985 through 1992 and focusing on educational reform and alternatives to public schooling. The journal was created 9 years ago in response to the growing number of families and educators dissatisfied with public schooling and to the increasing number of educators interested in alternative approaches to public education. The book includes descriptions



factions within the STS movement and the sociological revolution, and presents syllabi for courses entitled: History of American Technology; and Culture and Technology: A Historical Perspective. Issue No. 91 concerns STS as a social movement; the development of STS at Tsinghua University, Beijing, China; garbage dumps and the chemistry and politics of hazardous waste; and a syllabus for a course entitled: Hazardous Waste and Public Policy Making. Issue No. 92/93 contains articles by Steve Fuller on the sociological revolution in STS and the status of STS as an interdisciplinary field, and syllabi for courses entitled: (1) Technology and Human Values; and (2) The American Dream of a Perfect World. (MDH)

ED 367 536

SE 053 987

**Measuring What Counts: A Conceptual Guide for Mathematics Assessment.**

PUB DATE- 93

NOTE- 266p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Educational Assessment; Educational Change; Educational Policy; \*Educational Principles; Elementary Secondary Education; \*Equal Education; Evaluation Methods; Informal Assessment; Learning Theories; Mathematics Achievement; \*Mathematics Curriculum; Mathematics Education; \*Mathematics Instruction; Models; Problem Solving; Scoring; Test Construction

IDENTIFIERS- \*Alternative Assessment; National Standards

This book reports the analyses and recommendations of a study group formed by the National Research Council to develop conceptual guidelines that make content the driving force in mathematics assessment reform and to explore a variety of related measurement and policy issues. The document focuses on three principles that underlie effective educational assessment: the content principle, the learning principle, and the equity principle. Chapter 1 presents a vision of school mathematics as described in the current reform movement. Chapter 2 discusses the role of assessment in reform and proposes the three principles of assessing mathematics learning. Chapters 3-5 examine the impact that the principles have on the design of mathematical assessments, the learning that takes place in the classroom, and in supporting equal opportunities for all children to learn mathematics. Chapter 6 discusses how to evaluate educational assessments. The remainder of the book is comprised of three commissioned papers: (1) "Effects of Mandated Testing on Instruction" (Lynn Hancock and Jeremy Kilpatrick); (2) "Design Innovations in Measuring Mathematics Achievement" (Stephen Dunbar and Elizabeth Witt); and (3) "Legal and Ethical Issues in Mathematics Assessment" (Diana Pullin). Reference lists accompany each chapter and paper. A policy brief under a separate cover contains a summary of the main document. (MDH)

ED 367 537

SE 053 998

Szgun, Gisela; Pavlov, Vladimir I.  
German and Russian Adolescents' Environmental Awareness.  
PUB DATE- Mar 93

patterns and relationships. "Census Bureau Teaching Resource 3 - Lights! Camera! Action!: Studying the Size and the Center of U.S. Population, 1790-1990" involves junior high and high school students in exploring data and geographic concepts to gain insights into the historical growth and distribution of the U.S. population and the nation's land area. "Strength in Numbers" is a 12-page tabloid type publication that gives a guide to the 1990 census redistricting data program. "Counting for Representation: The Census and the Constitution" is an eight-page booklet examining the constitutional origin of the census and apportionment. "1990 Census Profiles #1 and #2" provide a map presentation of representation, and explore the nation's racial and Hispanic diversity. (BK)

ED 367 557

SO 023 596

Bryan, William R.; Linke, Charles M.  
The Earnings Impact of Age, Education, Race, and Gender.  
PUB DATE- 91  
NOTE- 6p.; Reprint No. 91-014.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Journal Articles (080), Reports - Research/Technical (143)

DESCRIPTORS- Age; Census Figures; \*Economic Impact; \*Economic Research; Educational Attainment; \*Income; Race; Sex; Social Science Research; \*Statistical Analysis

IDENTIFIERS- Current Population Survey

Statistics prove that being middle-aged, well educated, white, and male enhances earnings. This paper uses data from the March 1991 Current Population Survey conducted by the Bureau of the Census along with some common statistical techniques to chart the specific impact of age, education, race, and gender on earnings. It is shown that earnings tend to begin low, rise well through middle age, then decline during the final years of an individual's work life. It also is shown that expanded earnings are associated with increases in education. With the first two variables examined--age and education--as with the others, charts and tables are included to convey the data described. The differences among races are markedly less if comparisons are made at comparable levels of education. Finally, lifetime earnings of males are higher than those of females among all races and at each level of educational attainment. (DB)

ED 367 558

SO 023 691

Celebrate Missouri Day in Your Classroom.

PUB DATE- Sep 90

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Enrichment; Educational Resources; Elementary Secondary Education; \*History Instruction; Learning Activities; Social Studies; \*State History

IDENTIFIERS- \*Missouri; \*Missouri Day

This booklet provides suggested activities that can be used to enrich the observance of Missouri Day, a day commemorative of Missouri history. The document includes a chart specifying the date of Missouri day from 1990 through 1995, always the third Wednesday of October. Activities are recommended for primary, elementary, middle, and secondary school levels. These include

Education; \*Learning Activities; \*Multicultural Education;  
 \*Teaching Methods  
 IDENTIFIERS- Global Education; Texas  
 Global education is an approach to learning that transcends national boundaries and involves the interconnection of cultural, ecological, economic, political and technological systems. This perspective promotes multicultural sensitivity that enables young people to see more clearly their own responsibilities and opportunities in today's world. This model has been developed to be used by school personnel of Texas to infuse a global perspective into the K-12 curriculum. It is designed to serve as a proposal to direct the thinking of a group and to serve as a launching pad. The paper lists 10 benefits to be gained by students from a curriculum with a global perspective, and 11 benefits for teachers. The model is divided into five sections: (1) cultural systems; (2) ecological systems; (3) economic systems; (4) political systems; and (5) technological systems. Each section includes suggested goals, objectives, strategies, bibliographies, and resources. Cultural systems are explored through genealogy, folktales, mythology, the arts, language, clothes, food, customs, holidays, habitat, religion, education, geography, family, sports, games, and medical practices. Ecological systems are studied with activities grouped under three different objectives. Economic systems are compared through international trade, economic systems, tourism, careers, and natural resources. Under the section for political systems students learn to understand and evaluate various political systems and processes in order to acquire the skills necessary to participate as responsible citizens. The section on technological systems uses various media including video, laserdisc, computer software and hardware, electronic encyclopedia, CD-ROM products, electronic database, online database, and telecommunications. (DK)

ED 367 576

SO 023 732

Dona, Nancy Fichtman  
 Elementary School Preservice Teachers' Conceptions of Social Studies Teaching and Learning: A Report on Concept Mapping.  
 PUB DATE- Nov 93  
 NOTE- 17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993).  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)  
 DESCRIPTORS- Educational Research; Elementary Education; \*Elementary School Teachers; Preservice Teacher Education; \*Social Studies; \*Teacher Attitudes; \*Teaching Methods  
 IDENTIFIERS- \*Concept Mapping; Preservice Teachers  
 This paper reports a study on how prospective elementary school teachers make sense of teaching social studies through conceptual mapping, and therefore provide an opportunity for teacher educators to assess the value of conceptual mapping as a pedagogical tool. Pre- and post-course concept mapping was incorporated into three sections of an elementary school social studies methods course. The general research questions included: (1) How do preservice teachers make sense of teaching elementary school social studies? (2) How do preservice teachers experience the sense making process of constructing a concept map to organize and represent their thinking about teaching elementary school social studies? (3) In what ways are concept maps a viable tool for teacher educators to use to

task," education should be approached in the context of holistic and global realities (thinking and acting from whole to parts). A "comprehensive and incisively detailed manner" for accomplishing this would begin by actively nurturing a holistic attitude orientation in educators, students, and policymakers. An interdenominational, unifying ethic that could inspire people worldwide would be valuing the whole. Holistic education is a key to unlocking the potential for self-empowerment. The call to educators and others is for a rapid evolution of consciousness, approaching ever deeper into "comprehensivity," which Fuller considered to be a deeper level of realization from which one can better perceive and shape reality. (Contains 27 reference notes.) (JDB)

ED 367 594

SP 035 000

Nel, Johanna; Seckinger, Donald S.  
Global Perspectives in the Foundations of Education Curriculum:  
Japan as a Case Study.

PUB DATE- Oct 93

NOTE- 13p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Jackson, WY, September 30-October 3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Area Studies; Case Studies; \*Comparative Education; Course Descriptions; \*Cross Cultural Studies; Cultural Differences; Cultural Education; \*Curriculum Development; Education Courses; Elementary Secondary Education; \*Foundations of Education; Global Approach; Higher Education; Knowledge Level; Preservice Teacher Education; Student Attitudes; \*Teaching Models

IDENTIFIERS- \*Japan; Preservice Teachers

This paper presents a culturally adapted curricular/pedagogical model of a traditional foundations of education course. It was developed as a result of a college of education's commitment to internationalize its curriculum and to broaden global and cross-cultural experiences for preservice teachers, in order to enhance the knowledge, skills, and commitment of new teachers to effectively teach about other cultures and international educational issues. The model uses Japan as a case study to incorporate cross-cultural/global content and methodology. The course covers antecedents and development of American and Japanese education; schools of philosophy and educational theories in the United States and Japan; philosophical implications for educational practice; and the role of religion, financing, instructional technology, and teaching as a profession. Student journals and portfolios indicated that most students achieved a satisfactory degree of knowledge, skills, and commitment to teach about other cultures and about international educational issues. (Contains 25 references.) (JDB)

ED 367 595

SP 035 005

Wilson, Gail Goss; And Others  
A Three College Collaborative Teacher Preparation Program.  
PUB DATE- 18 Feb 94

NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

Impey, William B.; McManey, Jane H.  
Reflective Inquiry Portfolios: A Design for Development and  
Assessment of Teaching and Supervision Skills.

PUB DATE- Nov 93

NOTE- 38p.; Display session at the Annual Meeting of the Mid-  
South Educational Research Association (New Orleans, LA,  
November 10, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Decision Making Skills; Educational Assessment;  
Elementary Secondary Education; \*Evaluation Methods; Higher  
Education; Material Development; \*Portfolios (Background  
Materials); \*Resource Materials; \*Student Evaluation; \*Teacher  
Education Programs; Teacher Educators

IDENTIFIERS- Preservice Teachers; \*Reflective Inquiry

To achieve the goal of helping students acquire the pedagogical  
knowledge, skills, and dispositions required for continuous  
professional development as well as successful entry into the  
profession, the development of reflective inquiry and decision-  
making skills has emerged as the focus of a growing number of  
teacher education programs. This paper provides a systematic  
design for the implementation of effective methods and  
materials for the instruction and assessment of student  
performance as implemented in an undergraduate program in  
secondary education and a graduate program in elementary  
education. The methods and materials used for instruction and  
evaluation in these programs are presented in the form of  
portfolios which illustrate students' written and videotaped  
responses to questions and tasks designed to engage them in the  
reflective processes of observing, analyzing, and evaluating  
their performance of teaching and clinical supervision roles.  
The main body of the document provides reflective inquiry  
portfolio materials to be utilized for the design and  
development of teaching and supervisory skills. The evaluation  
instrument is included. (LL)

ED 367 613

SP 035 035

Davis-Wiley, Patricia  
Teacher Internships: Perceptions of Various Groups--Mentoring  
Teachers and Interns.

PUB DATE- 11 Nov 93

NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-  
South Educational Research Association (New Orleans, LA,  
November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)

DESCRIPTORS- Administrator Attitudes; Cooperating Teachers;  
\*Extended Teacher Education Programs; Higher Education;  
\*Internship Programs; \*Mentors; Models; \*Practicum Supervision;  
Preservice Teacher Education; Secondary Education; \*Staff Role;  
Student Teacher Attitudes; Student Teachers; \*Student Teacher  
Supervisors; Teacher Attitudes

IDENTIFIERS- \*University of Tennessee Knoxville

This paper describes a tri-level model of supervision of

\*Mentors; Program Budgeting; \*Program Effectiveness; \*Program Validation; \*Role Perception; Secondary School Teachers; \*Teacher Role

IDENTIFIERS- \*Protege Mentor Relationship

For mentoring to remain as one viable component of quality teacher induction, the roles of mentors, the benefits of mentoring and the obstacles to effective mentoring must be scrutinized and questions about the overall value of mentoring must be addressed. In the study discussed in this paper, 24 teachers who served as mentors for beginning teachers were asked, in a first phase, to describe and categorize their ideas of the mentor role, and benefits of and obstacles to effective mentoring. The 687 ideas that they named were collapsed into 55 elements representing those ideas. The same teachers were then asked to give weighted rank to the 55 elements. In general, the study supported the perspectives of most practicing mentors. Mentor roles were represented as providing emotional support, information about overt matters such as formal policies, and covert matters such as the school culture, and general assistance with teaching skills and classroom management. Mentoring was viewed as especially beneficial for the beginning teacher, but also for the mentors; and since few obstacles to mentoring had been encountered, subjects approached this area from a hypothetical point of view. Nine tables display additional information. (LL)

ED 367 632

SP 035 072

Robbins, Jerry W.; And Others  
Who Is Leading Us toward Quality Professional Development?  
PUB DATE- 18 Feb 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150). Reports - Research/Technical (143)

DESCRIPTORS- \*Academic Deans; \*Change Agents; Department Heads; \*Educational Change; Educational Trends; Faculty Development; Higher Education; \*Instructional Leadership; \*Labor Turnover; Leadership; Professional Development; \*Schools of Education; Surveys; Teacher Education Programs

IDENTIFIERS- American Association of Colleges for Teacher Educ

This paper considers leadership within colleges and universities toward creation of a continuum of professional development. Changes in the headship of schools/colleges/departments of education (SCDE) among member institutions of the American Association of Colleges of Teacher Education were studied, revealing that the mean "time in position" for SCDE heads is about 4.5 years, with a trend toward shorter periods of time. A survey of 255 individuals who left a position as SCDE head between 1983 and 1992 was then conducted, to gather information regarding the length of time it takes to develop, implement, and institutionalize a major professional development change. Respondents estimated that the average time required was 3.8 years, with a range from 0.5 to 10 years. About 84 percent of respondents stated that the length of time he/she served as head allowed enough time for one or more major programmatic changes. After leaving the headship, the greatest number of former deans/chairs accepted lower-level administrative positions or teaching/research positions at the same institution. The most frequent reason for leaving the headship was "frustration/burnout." The study concluded that continued

\*Interpretive Skills; Learner Controlled Instruction;  
Naturalistic Observation; Prior Learning; \*Student Attitudes;  
\*Student Responsibility; Thinking Skills

This paper reports on a study conducted to examine a shift in responsibility for learning to the students in an advanced placement American history class. Specifically, the extent to which students (N=9) were analytic in their thinking and writing and self-directed in their work was investigated. Naturalistic inquiry and comparative analysis were used to identify emerging themes among the data collected through interviews with the students and the teacher, classroom observation, analysis of student papers, and a student questionnaire. A rubric for analysis, including student background, interpretation of the meaning of analytic skills, perspective towards history, and the meaning of self-directed learning, provided a framework for the creation of case studies, four of which are presented in the text. Regarding student analytic skills, more evidence of evaluation and interpretation was found in student writing, and more justifying orally was discovered in student interaction. Use of content seemed to be the least emphasized. All nine students perceived student directed learning (SDL) as doing and completing assignments on their own, not as an intellectual growth process, i.e., using their minds well by developing an internalized, historically grounded perspective. Only one student's work approximated the criteria for SDL; the others had attitudes grounded in their backgrounds, not perspectives grounded in American history. Appendixes provide a class survey for classroom restructuring, rubric for analysis of five remaining students, and an interview excerpt. (Contains 30 references.) (LL)

ED 367 651

SP 035 099

George, Thomas W.; Bordner, Mary Kay  
Five Year Teacher Education Program Attrition.  
PUB DATE- Nov 93

NOTE- 9p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150); Reports - Research/Technical (143)

DESCRIPTORS- \*Admission (School); Bachelors Degrees; Comparative Analysis; Education Courses; Elementary Secondary Education; \*Enrollment Influences; Enrollment Rate; \*Extended Teacher Education Programs; Higher Education; Internship Programs; \*Preservice Teacher Education; Teacher Certification

IDENTIFIERS- Preservice Teachers; University of Tennessee Knoxville

The five year teacher education program at the University of Tennessee Knoxville requires students to major in an arts or science field and to minor in either elementary or secondary education. Following the acquisition of a bachelor's degree, students may enroll in fifth-year education courses and a year-long internship. Teaching licenses are awarded at the successful completion of the extended program. This study was conducted to determine the number of students who failed to return for a fifth year after earning their degree and to identify the reasons why. Subjects were students who applied for an internship placement during their senior year, were admitted to the program, but failed to enroll. A comparison was made between internship placement requests and actual

black colleges and universities in the U.S. Carl Schieren of the African American Institute testified on the role of African higher education in national development and the extreme challenges that hinder their efforts. Pearl Robinson of Tufts University (Massachusetts) testified on three programs of the African Academy of Sciences. Also included are prepared statements of all the witnesses and a record of the verbal testimony and questions that followed. (JB)

ED 367 204

HE 027 152

Haas, T.; Holkeboer, R.  
Planning Strategically for Quality. Report 12-93.

PUB DATE- Sep 93

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility

(142), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Administrator Attitudes; \*Change Strategies;  
Classroom Techniques; \*College Administration; College Faculty;  
College Instruction; \*Higher Education; Leadership; \*Program  
Implementation; \*Quality Control; \*Strategic Planning; Teacher  
Effectiveness

IDENTIFIERS- \*Continuous Quality Improvement; Florida State  
University; Western Michigan University

This paper discusses strategic planning for quality in higher education and provides specific examples of institutions working to adopt strategic quality planning. In particular the paper looks at institutions adopting the Continuous Quality Improvement (CQI) principles. A section on early lessons notes common obstacles to CQI implementation in higher education: impatience, failure of top leaders to "walk the talk," top administrator unwillingness to relinquish authority, failure to adapt business principles to academic settings, and absence of a widely accepted and understood institutional mission. A discussion of strategic planning's part in CQI adoption argues that successful efforts should "begin with the end in mind." Another section describes current new efforts at Western Michigan University and Florida State University to implement CQI planning. Lessons from their initial efforts are to start in administrative areas, to employ a "small gains" strategy, to make participation voluntary, to lead by example, to "just do it," to let people choose their own projects, to avoid using business buzzwords, to maintain a low initial profile, not to promise big cost savings, and to celebrate successes. (JB)

ED 367 205

HE 027 153

Maxham, John C.; Steinhouse, Keith P.  
Implementing TQM in an Academic Setting. Report 15-93.

PUB DATE- Oct 93

NOTE- 7p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Change Strategies; \*College Administration;  
Educational Change; Educational Quality; Higher Education;  
Institutional Mission; Leadership; Long Range Planning;  
Management Development; Measurement; \*Military Schools;  
Organizational Objectives; Participative Decision Making;  
Program Implementation; Quality Control; Strategic Planning;  
\*Total Quality Management

IDENTIFIERS- \*Coast Guard Academy CT



activities; salaried employees in overseas locations; minorities, women, and foreign nationals hired for 1991-92; new hires with no experience last year; international placement programs; reorganization activities and results experienced; advice for new graduates who cannot find jobs; shortages of qualified women and minority candidates; anticipated change in starting salary offers; estimated starting salary averages; offers of "parachutes" to new college graduates; campus visits last year and expected this year; new and emerging occupations; job categories yielding most employment opportunities; compensation plans and retirement benefit packages; characteristics of outstanding job prospects during interviews; thank you letters after interviews; offers of employment extended and accepted; average cost of recruiting and hiring; background checks; impact of the desire to attend graduate school; preparation needed from college experiences; deficiencies found after hiring; effectiveness of affirmative action/equal opportunity programs; sexual harassment policies; Americans with Disabilities Act; testing of new college graduates for drug and alcohol use and acquired immune deficiency syndrome; and employment opportunities by geographical locations. (JDD)

ED 367 224

HE 027 189

Scheetz, L. Patrick; Gardner, Philip D.  
Employment Survey of Michigan College Graduates: Report of Destinations, Average Starting Salaries, and Unemployment, 1990-91 (All Degree Levels, Minority and Teacher Certified Graduates).

PUB DATE- Apr 93

NOTE- 66p.; For the 1988-89 survey report see ED 330 276.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical

(143) Numerical/Quantitative Data (110)

DESCRIPTORS- \*College Graduates; \*Employment Patterns; Graduate Surveys; Higher Education; \*Minority Groups; \*Outcomes of Education; Salaries; Teacher Salaries; Unemployment

IDENTIFIERS- \*Michigan

This report presents information on the early career outcomes of college graduates, compiled from data received from 33 public and independent two-year and four-year colleges and universities in Michigan. The first section of the report presents statistical summaries for all degree levels; the second section covers statistics for minorities; and the last section covers teacher certificate graduates. College programs with high employment rates are listed, and yearly average starting salaries for all majors are reported. Findings of the study include: (1) approximately 12 percent of the bachelor's graduates were still unemployed 6 months after graduation; (2) the majority of graduates from the 1990-91 class found employment in Michigan; (3) of minority graduates, 61 percent were working full time, 16 percent were unemployed, 19 percent had continued their education, and 11 percent were working part time or were temporarily out of the work force; and (4) of graduates who received teaching certificates, 52 percent were working full time, a decrease of 4 percent from the previous year. Eleven tables present detailed statistical data. (JDD)

ED 367 225

HE 027 190

Teagarden, Mary B.; Branan, Alvord  
Meeting the "IC" Challenge: Strategies for Business Education in

(Bryan E. Carlson); "An Academic Action Plan for Faculty Involvement, Curriculum Revision, and Professional Development" (James Martin); "Strategic Planning for Growth Mergers" (Andre Mayer); "The Implications of a Public Institutional Merger" (Donald L. Zekan); "The Business Aspects of College and University Mergers: A Plan for Merger Financing and Resource Sharing" (James E. Samels and Donald L. Zekan); "Merger Licensure and Accreditation" (James E. Samels); "Merging Diverse Student Cultures" (Sheila Murphy); "Consolidating Library Collections and Learning-Resource Technologies" (Patricia Sacks); "Mergers, Institutional Advancement, and Alumni Relationships" (Victor F. Scalise, Jr.); "An International Perspective: Recent Growth Mergers in British Higher Education" (Paul Temple and Celia Whitchurch); and "Conclusion: The Mutual-Growth Process--Myths and Realities" (James Martin). An appendix summarizes the principal college and university mergers cited in the text. (Contains a bibliography of 120 items.) (GLR)

ED 367 243

HE 027 210

The Case for Change.

PUB DATE- 89

NOTE- 25p.; For related documents, see HE 027 211-214. Contains small print throughout.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - General (140), Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; \*Educational Change; Educational Environment; \*Educational Improvement; Educational Quality; \*Futures (of Society); Governance; \*Government School Relationship; \*Higher Education; Institutional Autonomy; \*Long Range Planning; School Community Relationship; State Colleges; State Programs; State Standards; State Universities; Student College Relationship; Teacher Student Relationship; Technology IDENTIFIERS- \*Virginia

This report of Virginia's Commission on the University of the 21st Century first examines the changes occurring within Virginia in its transition from an agricultural/industrial state into one heavily involved in information and technology. Next, the need to increase literacy in mathematics, science, and technology is discussed, as is the need to increase students' ability to use sophisticated technology. Potential effects of technology on academic life and the college/university environment are also examined. Additional sections consider: (1) the problems and concerns caused by a currently aging academic faculty and ways to improve faculty vigor; (2) the need for Virginia to recognize and foster unsponsored research and acknowledge the value of research being done in the state's colleges and universities; (3) the more complex relationships that will exist between society and universities in the next century; (4) the need to make faculty feel like a part of the university or college rather than affiliated only with a specific discipline or department; (5) issues surrounding autonomy, diversity, and cooperation; and (6) the need to reward cooperation, risk-taking, and innovation in higher education governance. Recommendations concerning issues of change and growth conclude the report. (GLR)

ED 367 244

HE 027 211

Colleges and Universities for the 21st Century. A Report and Proposals for Continued Improvement in Virginia Higher

(12) make very short term assignments; (13) set very short term goals; (14) include everyone in classroom discussions; (15) make a scrapbook about successful role models; (16) be fair, firm, demanding, consistent, and predictable; (17) provide all materials from the beginning; (18) be animated in your instruction; (19) teach a memory skill; and (20) be "up beat" and cheerful. Each technique is described in detail with concrete suggestions for implementation. (JB)

ED 367 261

HE 027 232

Sicuro, Natale A.

A Plan for Governance of Higher Education in Kansas 1994.

PUB DATE- Jan 94

NOTE- 42p.; Cover title is "A Governance Plan of Higher Education in Kansas 1994."

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Research/Technical (143)

DESCRIPTORS- Community Colleges; \*Governance; Government School Relationship; \*Higher Education; Policy Formation; Public Policy; State Colleges; State Government; Statewide Planning; Technical Education; Vocational Schools

IDENTIFIERS- \*Kansas; Kansas State Board of Education; Washburn University of Topeka KS

A planning and study process was undertaken to formulate a new governance system for higher education in Kansas. The research portion involved review of the literature, individual interviews with over 25 decision makers in the state, and consultation with national experts. The work indicated that the state needed to restructure higher education governance. Four recommendations were advanced: (1) development of a Master Plan for higher education; (2) careful and precise definition of "higher education" and involvement of all segments of education in Master Plan development; (3) enabling legislation to permit community colleges and Area Vocational Technical Schools (AVTS) to come under the jurisdiction of the Board of Regents; and (4) consideration of two alternatives for restructuring the governance of higher education. The first alternative would bring Washburn University and the community colleges under the jurisdiction of the Board of Regents with redefinition and merger of certain AVTS components into community colleges. The second alternative would interlock the two existing governing boards with new members forming a joint committee which would oversee community colleges and appoint an executive director for community colleges. A proposed implementation schedule is also included. (Contains 47 references.) (JB)

ED 367 262

HE 027 233

Campus Communities: Intentional and Involving. The Freshman Year Experience, Proceedings of the Annual Conference (13th, Columbia, South Carolina, February 18-22, 1994).

PUB DATE- 22 Feb 94

NOTE- 169p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Academic Advising; College Faculty; \*College Freshmen; Diversity (Institutional); Educational Assessment; Educational Environment; \*Educational Experience; Foreign Countries; Higher Education; Mentors; Peer Counseling; Peer Teaching; \*Program Descriptions; Program Design; Program

Education; Paying for College; Quality Control; Research; School Effectiveness; Teacher Role; Tuition

This book argues that limited faculty productivity is the major reason why the quality of undergraduate teaching has declined while university tuition has been rising substantially faster than the inflation rate. It stresses that inefficiency and fiscal waste are produced by the competing aims of research and teaching and attacks the academic traditions precluding reform. Individual chapters address the following topics: (1) the university's conflict and correspondence of interest; (2) the institution's mission and the present role of trustees and the president; (3) the exercise of authority in the academy; (4) the faculty (career path, workload, and tenure); (5) the lack of quality control in curriculum; (6) the issue of multiculturalism in curriculum; (7) the student as consumer; (8) the high cost of tuition; (9) costs and benefits and tuition; (10) where tuition goes; (11) evaluation of higher education; (12) specific ways to improve undergraduate teaching quality; and (13) specific ways to cut costs (with emphasis on mandating differential faculty workloads). Appendices include a list of "Ironies of the University," an explanation of the Carnegie Classification system, and three rankings of universities in the United States. (Contains 171 reference notes keyed to individual chapters.) (DB)

ED 367 282

HE 027 326

Conrad, Clifton F.; And Others

A Silent Success: Master's Education in the United States.

PUB DATE- 93

NOTE- 342p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical

(143), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Administrator Attitudes; Alumni; \*Educational Quality; Employer Attitudes; \*Graduate Study; Higher Education; Interviews; \*Masters Degrees; National Surveys; Program Effectiveness; Program Evaluation; Student Attitudes

This book reports on a national study of the master's degree, how people involved view their experiences, development of a typology of four "idealized" program types, and identification of characteristics associated with positive master's experiences. The study used an open-ended, multicase design grounded in interviews with 781 individuals (students, alumni, and employers, and administrators) representing 47 master's programs in 11 fields of study. Part 1 of the book provides the setting for the study including a review of the literature and a discussion of the study's approach. Part 2 organizes the interview material around choices stakeholders make in key decision situations. In part 3, a chapter is given to each of the four idealized program types: ancillary, career advancement, apprenticeship, and community centered. In part 4, the interview material is organized around those program attributes that most contributed to quality master's experiences. These focus on four clusters: culture, planned learning experiences, resources, and leadership and the human dimension. The book concludes that master's programs appear to be remarkably successful with stakeholders expressing a high degree of esteem for the programs. Recommendations are made to policymakers, professional and accrediting associations, employers, institutional administrators, faculty and program administrators, and students. A technical appendix is provided as are reference notes keyed to each chapter. (Contains 110

Carlton E. Brown, Dean, School of Liberal Arts and Education,  
Hampton University, Hampton, Virginia; and (5) the American  
Educational Research Association's Hispanic Research and  
Bilingual Education Special Interest Groups. (TMK)

ED 367 302

IR 016 569

Standish, Dorothy

Ignite Technology: Making the Difference with Staff Development.

PUB DATE- Aug 93

NOTE- 114p.; Practicum Report, Wilmington College.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Attitude Change; Computer Assisted Instruction;

\*Computer Attitudes; \*Curriculum Design; \*Educational

Technology; Elementary Secondary Education; \*Inservice Teacher

Education; Questionnaires; School Districts; Skill Development;

\*Staff Development; Tables (Data); Teacher Attitudes;

\*Technology Education

IDENTIFIERS- Lake Forest School District DE; Teacher Surveys

This report describes a program for formulating and implementing a staff development plan for technology within the Lake Forest School District (Delaware). The study focused on increasing teacher use of technology, primarily computers, through increased staff development. Attitudinal changes toward the use of technology were also investigated. Two surveys were used as pre- and post-tests to measure the change in skill levels and attitudes toward the use of technology due to staff development. A staff development team was established. This team selected development courses based on staff development plans. The study proved that technology staff development increased the use of computers and technology by the teachers in the district as indicated by the increased confidence of the teachers in the use of computers and technology. Letters, sample surveys, a curriculum unit of study, a list of steps for implementing technology staff development courses, and other miscellaneous forms and documents are appended. (Contains six references.) (TMK)

ED 367 303

IR 016 573

Algee, Alan

The Development and Implementation of a Global Network for  
Eurasia Educational Service Using Electronic Mail.

PUB DATE- Jan 94

NOTE- 148p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Communication (Thought Transfer); \*Computer

Networks; Consultants; Educational Finance; \*Educational

Technology; Education Service Centers; \*Electronic Mail;

Evaluation Criteria; Foreign Countries; Mentors; Orientation

Materials; Questionnaires; Workshops

IDENTIFIERS- Eurasia; Listservs

The purpose of this study was to choose an appropriate network provider for educational consultants and to develop and implement the network at Eurasia Educational Services (EES) using electronic mail (e-mail). The following eight steps were undertaken: literature review, scanning and selecting of provider criteria, decision-making, participant assessment, a

about whole language, and are creating services to meet the needs of the whole language teacher. Librarians are attempting to solve the problem of serving the patron fairly while allowing whole language teachers to borrow the quantity of materials they need for their students. The survey instrument is included. (Contains 15 references.) (TMK)

ED 367 322

IR 054 853

Ashby, Patricia W.

The Association of Christian Librarians.

PUB DATE- Sep 93

NOTE- 65p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- Academic Libraries; Case Studies; \*Christianity; Church Related Colleges; Fellowships; Higher Education; \*Librarians; \*Library Associations; Library Development; \*Library Research; Publications

IDENTIFIERS- \*Association of Christian Librarians; Bylaws; Historical Background

The Association of Christian Librarians is an interdenominational organization of 300 members made up of Christian librarians sharing interests in library service in Christian higher education. From its birth at a 1957 conference of 17 librarians, the association has grown to over 300 members. The association strives to promote, develop, and advance standards of library service in libraries of evangelical Christian institutions of higher learning. The association encourages Christian librarians' growth in spiritual, professional, and scholarly pursuits and provides opportunities for fellowship and service. Through the associations' journal, "The Christian Librarian," issues of concern to those engaged in service to institutions of Christian higher education are addressed. The "Christian Periodical Index," begun in 1959 and produced through volunteer member indexing, provides indexing access to numerous periodicals not covered by other indexes or abstracts. Various association members have contributed to missions through voluntary service to libraries both in the United States and abroad. The association published the "Library Manual for Missionaries" to assist untrained personnel who must provide library service. The Association of Christian Librarians has grown from a group of librarians seeking fellowship and professional interaction into an organization which not only seeks to better its own members but to contribute to the larger field of librarianship in Christian higher education. (Contains 27 references.) (Author)

ED 367 323

IR 054 854

Straw, Joseph E.

Convergence or Divergence? A Study of the Information Seeking Behavior of Historians and Political Scientists.

PUB DATE- Aug 93

NOTE- 86p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Faculty; Comparative Analysis; Databases; Educational Resources; Graduate Students; Higher Education; \*History; \*Information Seeking; \*Information Sources; Online

determine to what degree, and in what manner, 15 information technologies (ITs) based on computers have been incorporated into the curricula. The method of study included both catalog analysis and telephone interviews with faculty members. Data collected included the number and type of coursework hours needed for the attainment of the first professional degree; absence or presence of computer-related requirements for admission to and graduation from the programs; characterization of the place in the curriculum of the ITs; and the degree to which the ITs are taught by hands-on experience. Eight programs offered exposure to at least one-half of the studied ITs through required courses, electives, or non-curricular activities. Instruction about or experience with electronic mail, local area networks, Internet/Bitnet use, PC operating systems, and database creation/handling was present in every studied program. Three programs included 14 or 15 ITs in their curricula; six included between 10 and 12. The interview schedule is included in the appendix. (Contains 21 references.) (Author/JLB)

ED 367 345

IR 054 877

Disenzo, Dianne A.

A Study of Multicultural Content in Notable Children's Songs.

PUB DATE- Jul 93

NOTE- 78p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Audiovisual Aids; \*Children; \*Cultural Awareness;

\*Cultural Differences; Disabilities; Elementary Education;

Library Collections; Minority Groups; \*Multicultural Education;

Older Adults; Singing; \*Songs; Stereotypes

The importance of multicultural content in children's literature is a prominent theme in current professional literature for librarians and educators. Since children's audiovisual materials are a popular part of library collections, the multicultural content of nonprint materials should also be analyzed. This study analyzed the lyrics of 405 songs on 23 sound recordings to determine their multicultural content. The recordings were selected from the influential lists of "Notable Children's Recordings," released from 1975 to 1993 by the Recording Evaluation Committee of the Association for Library Service for Children (ALSC). In general, there was more multicultural content in the recordings published after 1983. African-Americans were the best represented minority group, but there was also representation of Hispanic-Americans, Asian-Americans, and Native Americans. People with disabilities and the Appalachian culture groups were well represented. Elderly people received the harshest treatment of any group represented in the songs; they were portrayed in a stereotypical manner, and were often seen as comical characters. The evaluation sheet and list of recordings analyzed are included in the appendix. (Contains 49 references.) (Author/JLB)

ED 367 346

IR 054 878

Jensen, Karen S.

A Survey of Occupational Safety & Health Libraries in the United States.

PUB DATE- Jul 93

NOTE- 108p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

Franklin, Grace A.  
Paraprofessionals at the Reference Desk in Ohio Public Libraries.  
PUB DATE- Nov 90  
NOTE- 47p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Library Services; Library Surveys; \*Library  
Technicians; Occupational Information; \*Paraprofessional  
Personnel; \*Public Libraries; Questionnaires; \*Reference  
Services; State Surveys; Training Methods  
IDENTIFIERS- Ohio

This paper examines the use of paraprofessionals at reference desks in a random sample of Ohio public libraries. The assumption underlying this research is that before one can address the effectiveness of reference paraprofessionals, it is necessary to understand the extent to which they are used; the tasks they perform; and the conditions associated with their use. The purpose of this research is to describe the extent to which paraprofessionals are found working at the reference desk. The second emphasis will be to explain why some libraries use reference paraprofessionals more than others by examining library size, hours of operation, workload, and nature of training. The results showed widespread use of reference paraprofessionals: they work in 85% of the libraries surveyed and provide half of the reference service in 58% of the libraries. Their tasks range from basic (directional and instructional) to complex (supervision and collection development). Analysis indicated reliance on paraprofessionals was greatest in small and medium-sized libraries. Included in the appendix is the public library reference survey. (Contains 34 references.) (JLB)

ED 367 368 IR 054 916

Ledvina, Mary Jane  
Professional Experience, Continuing Education, Professional  
Affiliations, and Educational Background of Documents  
Professionals at ARL Libraries.

PUB DATE- Nov 90  
NOTE- 44p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- \*Academic Libraries; \*Government Publications;  
Higher Education; \*Librarians; Library Associations; \*Library  
Collections; Library Education; Library Surveys; Occupational  
Information; \*Professional Continuing Education;  
Questionnaires; Reference Services; \*Research Libraries  
IDENTIFIERS- \*Association of Research Libraries

The purpose of this study was to determine the characteristics of presently employed documents professionals at ARL (Association of Research Libraries) libraries. A survey covering educational background; continuing education activities; organizational affiliations; documents experience; staffing; type of arrangement of the documents collection; total professional experience; and method by which the present position was conducted. A questionnaire was administered through the mail to a random selection of ARL documents librarians. Findings of the study indicate that the highest percentage of the professionals are employed in documents collections which are classed



(8) a copy of ACC's president's article about the project; (9) conclusions about the project; and (10) follow-up results at Acme Coating. (AC)

ED 367 388

JC 940 138

Pfeifer, Gary C.; Carlson, Charles E.  
Understanding Your Customer's Culture: The Key to  
College/Corporate Partnerships.

PUB DATE- 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Community Colleges; \*Cooperative Education;  
\*Cultural Context; Cultural Differences; Education Work  
Relationship; \*Job Training; \*Partnerships in Education;  
Program Development; Program Implementation; \*School Business  
Relationship; Two Year Colleges; Vocational Education  
IDENTIFIERS- Dutchess Community College NY; \*IBM Corporation  
Since 1987, Dutchess Community College (DCC), in New York, and  
IBM Corporation have been forging a partnership which revolves  
around the Manufacturing Technical Training School (MTTS), a  
program designed to enhance the skills and education of IBM's  
production workforce. MTTS's three-phase curriculum has evolved  
to include the changing training needs of IBM's employees,  
while at the same time overlapping with DCC's Computer  
Integrated Manufacturing Program. Employees who complete all  
three phases acquire 75% of the credits required for an  
associate degree. The key to successful college-business  
partnerships is a willingness to resolve conflicts based on the  
realization that each organization possesses a distinct culture  
that shapes the assumptions and expectations of individual  
members. Colleges planning to offer re-education programs with  
business/industry should recognize that programs carrying  
academic credit bring more of a college's culture to a  
partnership than do non-credit programs; be aware that the  
buyer/vendor relationship with which business is accustomed  
will not produce successful programs; ascertain the most  
important aspects of the industry's culture and management  
style; and develop a pool of faculty who are flexible with  
regard to extended class hours and off-site locations and  
willing to accommodate changes in course content. A list of  
references, enrollment statistics, curricula descriptions,  
tutoring guidelines, selected final grade patterns, and a chart  
of mediation strategies are included. (MAB)

ED 367 389

JC 940 141

Partnerships for Quality: A Statewide Plan for Developing and  
Implementing a Total Quality Curriculum Delivered through  
Oregon's Community Colleges.

PUB DATE- Jun 93

NOTE- 34p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- Accountability; \*Community Colleges; \*Curriculum  
Development; Educational Change; Educational Philosophy;  
Educational Strategies; \*Education Work Relationship;  
\*Partnerships in Education; Program Development; Program  
Effectiveness; \*Quality Control; \*School Business Relationship;

Conference (7th, Asheville, NC, March 30-31, April 1, 1994).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Classroom Environment; Community Colleges;  
\*Cooperative Learning; Educational Change; \*Educational  
Testing; \*Education Work Relationship; Student Responsibility;  
Teacher Role; \*Teaching Methods; Two Year Colleges

IDENTIFIERS- \*Continuous Quality Improvement; Santa Fe Community  
College NM; \*Total Quality Management

Changes in the way contemporary organizations conduct business demand a concurrent redesign of teaching and testing methods. Maintaining instructional quality must begin with knowledge of the quality revolution in contemporary organizations in order to meet the demands of these organizations for self-confident, self-directed, self-motivated, team-oriented, quality-sensitive, and customer-directed employees. Teachers must assure the complementary development of student interest, appreciation, pride of workmanship, and skills in learning, constant improvement, leadership, and collaboration. In a quality classroom, the teacher and students share responsibility for learning course content and for developing thinking, judgment, and interpersonal communication. Quality teachers envision and manage their classrooms as exemplary organizations, and minimize student fear and competitiveness. At Santa Fe Community College, in New Mexico, instructors have been teaching and testing students with an emphasis on principles of collaboration and continuous quality improvement (CQI). The CQI approach to objective testing begins with a class discussion of the demand for collaborative work in contemporary organizations, explains the linkages between collaborative learning and future employment opportunities, and evaluates students both on their individual and collaborative knowledge. After tests are taken by both individuals and teams, the instructor notes the most frequently misunderstood questions to identify the "significant few" learning points that need continued instruction. Data collected in a recent Business and Management course indicate that this quality testing approach delivers measurable improvement in student learning as defined by continuous improvement on unit tests. Student responses further substantiate the merit of quality teaching and learning processes. (AC)

ED 367 407

JC 940 171

Carpenter, Kenneth A.  
Development of a Video Story Board for Recruitment at Capital-  
Community-Technical College.

PUB DATE- Mar 94

NOTE- 58p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Reports -  
Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Cooperative Programs; Educational Media; Enrollment  
Trends; Marketing; \*Outreach Programs; \*Production Techniques;  
Program Development; Student Developed Materials; \*Student  
Recruitment; Student Role; Technical Institutes; Two Year  
Colleges; \*Videotape Recordings

IDENTIFIERS- \*Story Boards

To address a decrease in the number of local high school  
graduates enrolling in Capital Community-Technical College

study skills during the course of the semester, and many feel the loss of prestige associated with teaching developmental classes; (5) faculty are involved in making referrals to college writing centers, study skills labs, and tutoring centers on campus; (6) mathematics departments are more accepting of the use of calculators and computers in mathematics courses; and (7) department chairs are more involved in facilitating classroom instruction. Among the change-related issues still to be resolved are the difficulty of involving aging faculty in staff development activities that will help them adjust to changing students and instructional technologies; the need to involve part-time faculty in departmental meetings and professional development activities and to provide them with needed support systems; and the difficulties associated with developing assessment instruments, policies, and procedures. (KP)

ED 367 423

JC 940 195

Hertzler, Elizabeth

TQM in Higher Education: What Does the Literature Say?

PUB DATE- 94

NOTE- 24p.; Paper presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (2nd, New Orleans, LA, January 30-February 2, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Administrative Principles; Business; Change Strategies; \*College Administration; Community Colleges; Educational Trends; Literature Reviews; \*Management Systems; \*Organizational Change; Organizational Development; \*Quality Control; \*Total Quality Management; Two Year Colleges  
The implementation of Total Quality Management (TQM) in an organization implies a fundamental change in the way that organization functions. Therefore an examination of the adoption of the TQM philosophy necessitates a review of the most significant and latest literature on change theory and on the impact of organizational culture on change, as well as a review of the historical development of TQM. The three major figures in the TQM movement are: W. Edwards Deming, originator of the Fourteen Points of TQM; Dr. J. M. Juran, author of the Juran Trilogy; and Philip B. Crosby, who outlined the "Four Absolutes of Quality Management." Undertaking any quality program calls for sweeping organizational changes. American corporations initiated TQM programs in response to falling market shares and educational institutions followed suit. TQM programs have been undertaken at Fox Valley Technical College in Wisconsin, Lamar Community College in Colorado, and the Maricopa County Community College District in Arizona. TQM principles have been applied to classroom management and curriculum reform. A survey of 22 higher education institutions beginning TQM programs found participants frustrated by resistance to change. Factors necessary for successful TQM adoption include the development of a long-range leadership team working towards a shared vision, institutional commitment, and the need for those affected by the changes to play a role in its design. Authorities agree there is great potential for TQM in higher education if properly implemented and given sufficient time. (KP)

ED 367 424

JC 940 197

Jacoby, Ruth  
Improving Early Childhood Educators' Understanding of the Value  
of Indoor Play through a Teacher Training Program.  
PUB DATE- 93  
NOTE- 80p.; Ed.D. Practicum Report, Nova University.  
LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Attitude Change; \*Day Care; \*Dramatic Play;  
\*Inservice Teacher Education; \*Play; Preschool Education;  
Preschool Teachers; Questionnaires; \*Teacher Attitudes; Teacher  
Role  
IDENTIFIERS- Play Style

A practicum project was designed to retrain preschool personnel on the importance of indoor play and on their role during play sessions. Workshops and training sessions were developed to examine the physical environment of the classroom, discuss play theories, and review skills that children can develop during play sessions. Pre- and posttests, along with classroom observations of teachers and children, revealed that most teachers who participated in the intervention changed their views and practices regarding indoor play. Teachers became both more aware of the role of play in helping children develop physical, emotional, cognitive, and social skills, and more involved in the children's play to promote these skills. Rooms were rearranged to allow for freedom of movement in and around newly created theme centers. The children became more focused on their role-playing, more verbal with their peers, and more involved in imaginative situations. (Six appendixes provide samples of pre- and posttest surveys and classroom observation forms.) (MDM)

ED 367 442

PS 021 928

Penn, Patricia  
Family Connections Handbook. Revised August 1993.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- 92  
NOTE- 286p.  
LANGUAGE- English  
EDRS Price- MF01/PC12 Plus Postage.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)  
DESCRIPTORS- Child Caregivers; Early Childhood Education;  
\*Instructional Materials; \*Learning Activities; Parent Child  
Relationship; \*Parent Education; \*Parent Participation; Parent  
Role; Parents as Teachers; \*Preschool Children; Teaching Guides  
IDENTIFIERS- Developmentally Appropriate Programs; \*Family  
Connections Program

This handbook describes the Family Connections program, which consists of 2 sets of guides developed to help families help their young children learn. One set is intended for preschool or kindergarten children, and one set for parents and caregivers. Each set contains 30 four-page guides. The guides are designed to be distributed to parents and children on a weekly basis during the school year to encourage parents to take an active role in their child's education and to provide children with developmentally appropriate activities that they can take part in at home. This handbook provides educators with

in preschool or child care centers, either as full bilingual programs or as bilingual perspectives in other programs. After describing existing language programs in primary schools and preschools, the paper reports on a case study of bilingual instruction at three child care centers. Based on videotape observations as well as child and staff interviews, the report describes the methods and effectiveness of the bilingual programs. It recommends that all early childhood education programs in Australia acquire the capacities needed to introduce second language or bilingual programs. (Contains 22 references.) (MDM)

ED 367 460

PS 022 069

Haight, Wendy L.; Miller, Peggy J.  
Pretending at Home: Early Development in a Sociocultural Context.  
PUB DATE- 93

NOTE- 150p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Books (010)

DESCRIPTORS- Child Behavior; \*Cultural Context; \*Cultural Influences; Family Environment; Longitudinal Studies; \*Mothers; Naturalistic Observation; Parent Child Relationship; Preschool Education; \*Pretend Play; Role Playing; \*Social Influences; Toys; \*Young Children

This book describes the emergence and early development of pretend play in its sociocultural context. It traces the development of pretend play in nine children growing up within educated, middle-class European-American families. Chapter 1 provides an overview of the social and cultural aspects of pretend play. Chapter 2 describes the children and their families, and elaborates on the advantages of using a naturalistic approach to study pretend play. Study findings are reported in chapter 3. Chapters 4, 5, and 6 establish the social nature of pretend play by describing its interpersonal context, the social conduct of the mother-child pretending, and the effects of the partner's participation on pretend episodes. Chapter 7 examines the social functions of pretending and provides qualitative descriptions of the interpersonal circumstances out of which pretending arises. Chapter 8 describes play objects and other aspects of the physical ecology of pretend play that reveal other social and cultural dimensions of pretend play. In order to provide a more integrated view of the findings and to illustrate individual variation in pretending, chapter 9 presents portraits of pretending in two of the children. The final chapter presents conclusions and directions for future research. Contains 86 references. (TJQ)

ED 367 461

PS 022 080

Lyman, Lawrence; And Others  
Cooperative Learning in the Elementary Classroom. Developments in Classroom Instruction Series.

PUB DATE- 93

NOTE- 155p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- \*Class Organization; Classroom Environment; \*Classroom Techniques; \*Cooperative Learning; Creative Thinking; Critical Thinking; Elementary Education; \*Elementary

Tollefsrud-Anderson, Linda  
Counting and Number Conservation.  
PUB DATE- Mar 93

NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Arithmetic; \*Conservation (Concept); \*Estimation (Mathematics); Individual Differences; \*Mathematical Concepts; \*Mathematics Skills; \*Preschool Children; Preschool Education

IDENTIFIERS- \*Number Conservation

This study assessed estimation skills on both static and transformation (conservation) tasks on numerosities ranging from 3 to 16, and included addition and subtraction trials to control for response bias. A total of 148 four- and five-year-old children estimated the number of balls of yarn sewn on elastic straps, and participated in 1 addition, 1 subtraction, and 2 conservation trials at each numerosity of the transformation task. The children were classified into three groups based on their performance: (1) conservers, who gave at least one adequate explanation on a conservation trial; (2) transitionals, who did not explain adequately, yet quickly gave at least 90 percent correct judgements; and (3) nonconservers, who could not adequately explain the result and gave incorrect judgements. Contrary to the hypothesis, conservers were no more accurate than transitionals in number conservation tasks. (MDM)

ED 367 480

PS 022 124

Hearings on H.R. 8: Child Nutrition Reauthorization. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, One Hundred Third Congress, First Session (February 23 and July 21, 1993).

PUB DATE- 93

NOTE- 153p.; Serial No. 103-28. Portions contain small print.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*Child Welfare; Early Childhood Education; Elementary Secondary Education; \*Federal Legislation; \*Federal Programs; Food Service; Hearings; \*Nutrition

IDENTIFIERS- Congress 103rd; Reauthorization Legislation; \*School Lunch Program; \*Special Supplemental Food Program Women Infants Child

Testimony concerning the reauthorization of the National School Lunch and Breakfast Programs and the Special Supplemental Food Programs for Women, Infants, and Children (WIC) is presented. Testimony includes statements by Representatives Dale E. Kildee, Donald M. Payne, and William F. Goodling, along with statements and responses to questions by: (1) Secretary of Agriculture Mike Espy; (2) Nancy M. Ford, Nutrition Education Specialist with Delaware's Summer Food Service Program; (3) Lisa Hamler-Podolski, of the Ohio Hunger Task Force; (4) Linda Locke, of Community Coordinated Child Care; (5) Robert A. Robinson, associate director of food and agricultural issues for the General Accounting Office; (6) Elizabeth M. McPherson, the president of the American School Food Service association; (7) Mary K. Kassler, president, National Association of WIC Directors; and (8) Charles Hughes, chair of the school advisory committee of the American Federation of State, County, and

outcomes through student surveys and classroom observations. After the 1984-85 school year, 8 of the 16 schools were classified as ineffective and 8 as effective. Five years later, three of the eight ineffective schools remained so, while three of the effective schools became ineffective. In ineffective schools, students perceived that the majority of teachers did not care if students received bad grades. Students in effective schools had a harder time seeing change and improvement than did students in ineffective schools. (MDM)

ED 367 499

PS 022 181

Foster Care: Federal Policy on Title IV-E Share of Training Costs. Report to the Honorable Daniel K. Inouye, U.S. Senate.

PUB DATE- Nov 93

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Federal Programs; Federal Regulation; \*Federal State Relationship; \*Foster Care; \*Program Costs; \*Public Policy; \*Social Workers; \*Training

IDENTIFIERS- Cost Sharing; Department of Health and Human Services; \*Social Security Act Title IV E

This report discusses: (1) the Department of Health and Human Services (HHS) policy requiring that foster care training costs be allocated proportionately between the Social Security Act Title IV-E foster care program and other programs; (2) adherence to this cost-sharing policy; and (3) the effect of cost-sharing on states' training programs. It was found that two of five states reviewed, New York and Illinois, do not allocate foster care training costs between the IV-E program and other programs, but charge all training costs to the IV-E program. California, Arizona, and Washington, in accordance with federal policy, charge only a portion of costs to the program. Four appendixes provide information about changes in funding for Section 426 child welfare training grants and about Children's Bureau staffing and qualifications, comments from the Department of HHS, and a list of major contributors to the report. (MDM)

ED 367 500

PS 022 183

Heggins, Martha Jean Adams; Willis, Cheryl Crawford  
A Study of Minority Early Childhood Leadership in Rural South Carolina. A Final Report.

PUB DATE- 93

NOTE- 30p.; Paper submitted to the Center for the Study of the Black Experience Affecting Higher Education of Clemson University (Clemson, SC, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Black Leadership; Black Teachers; Continuing Education; \*Day Care; Early Childhood Education; \*Educational Attainment; \*Financial Support; Government Role; Mail Surveys; \*Males; \*Rural Areas; School Role; \*Teacher Education

IDENTIFIERS- African Americans; Project Head Start; South Carolina  
A study assessed the professional and educational status of the day care and Head Start personnel employed in South Carolina Health and Human Service Finance Commission early childhood programs. A total of 1,200 leadership surveys were mailed to

of alternative school programs, approaches to home schooling, and alternative curricula. One section consists of creative writing, including poetry written by students attending alternative schools. Also included are personal narratives of parents, students, and teachers involved in alternative schooling; articles explaining the philosophy and principles of educational alternatives; reviews of periodicals focusing on home schooling, educational reform, and alternative schooling; and examination of research related to alternative education. Included are addresses of authors and of schools and organizations described. Contains photographs. (LP)

ED 367 520

RC 019 516

Implementing of Public Law 102-477, the Indian Employment, Training and Related Services Demonstration Act of 1992. Hearing on Regulations Dealing with Section 401 Job Training Partnership Act before the Committee on Indian Affairs. United States Senate, One Hundred Third Congress, First Session (September 15, 1993).

PUB DATE- 94

NOTE- 142p.; Contains some small print.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Agency Cooperation; \*American Indian Education;

\*Employment Services; Federal Programs; Hearings; \*Job Training; \*Pilot Projects; Postsecondary Education; \*Program Implementation; Tribal Sovereignty; \*Tribes

IDENTIFIERS- Congress 103rd; \*Job Training Partnership Act 1982

In October 1992, Congress passed legislation supporting American Indian tribal demonstration projects that would consolidate employment services, job training, and related services to improve the effectiveness of such services, reduce unemployment, and further tribal goals. In September 1993, a Senate hearing received testimony concerning the extent of implementation of these pilot projects. Representatives of the Bureau of Indian Affairs, the Department of Labor, and the Department of Health and Human Services reported that: (1) these agencies had established a management framework specifying their roles and responsibilities with respect to the statute; (2) the agencies were developing written guidance for tribes on project implementation, as well as consolidated program report forms; and (3) 55 tribes were willing to participate in program implementation during fiscal year 1994. Representatives of tribes and Indian organizations discussed: (1) the importance of federal agencies treating the tribes as full partners in the implementation process; (2) concerns that federal agencies not create barriers to implementation; (3) the relationship of this initiative to ongoing tribal self-governance initiatives; (4) the need for data collection that would allow program evaluation in terms of local circumstances; and (5) concerns over Department of Labor plans to publish new regulations affecting Indian Job Training Partnership Act (JTPA) programs. An appendix making up the bulk of this document contains the text of the legislation (Public Law 102-477), much discussion about the proposed JTPA regulations, reports on Native unemployment and economic development efforts on reservations and in urban areas, and a description of a planned electronic network linking grantees with each other and with federal agencies. (SV)

ED 367 521

RC 019 517



NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (New Orleans, LA, March 25-28, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Adolescents; Cultural Differences; Ecology; Emotional Response; \*Environmental Education; Foreign Countries; Readiness; Secondary Education; Secondary School Students; \*Sex Differences; \*Student Attitudes; \*Student Behavior

IDENTIFIERS- \*Environmental Action; \*Environmental Awareness; Environmental Education Research; Germany; Nature; Russia  
German (n=610) and Russian (n=610) adolescents in 3 age groups, 12, 15, and 18 years, were given a questionnaire assessing their feelings towards environmental destruction, their readiness for pro-environmental action, and their ethical attitude toward nature. In both nationalities anxiety, sadness, and anger about environmental destruction were high, but hopelessness was rejected. German adolescents expressed more readiness for pro-environmental action and more consideration in human relations with living things than Russians. While German adolescents were willing to perform small-scale pro-environmental actions, with age they became increasingly reluctant to accept greater commitments for ecology. Females of both nationalities agreed more strongly to emotions and actions than males, particularly males aged 15 or above. Results are interpreted in terms of differences in environmental values and education in the two countries and in terms of females' higher prosocial attitudes. (Author)

ED 367 538

SE 054 000

Fleener, M. Jayne; And Others  
Integrating Mathematics with Ninth Grade Physical Science: The Proportionality Link.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Abstract Reasoning; \*Algorithms; \*Cognitive Development; Formal Operations; Grade 9; High Schools; High School Students; \*Interdisciplinary Approach; Learning Processes; Learning Strategies; Mathematics Instruction; Models; \*Physical Sciences; Problem Solving; \*Ratios (Mathematics); Science Activities; Science Experiments; Science Instruction

IDENTIFIERS- Higher Order Learning; Lawson Test of Formal Reasoning; Learning Cycle Teaching Method; \*Mathematical Thinking; Mathematics Education Research; \*Proportional Reasoning

Higher order cognitive development and success in the study of high school mathematics and science require an understanding of rational number concepts and facility with proportional reasoning and computation. Proportional reasoning is an essential schema for developing formal operational thought. This study involving 16 ninth-grade students was conducted to investigate the following questions: (1) Does knowing a standard algorithm for solving proportion problems interfere with the development of proportional reasoning? (2) Are better

making large three dimensional paper figures of famous Missourians, public address announcements, map activities, photograph displays, pen pal programs, environmental projects, and state park field trips. A list of 15 interesting facts about Missouri is included. Fifteen famous people from Missouri are listed and briefly identified. These are Thomas Hart Benton, George Caleb Bingham, Daniel Boone, Omar N. Bradley, George Washington Carver, Samuel Clemens, Walt Disney, Eugene Field, Edwin Hubbell, Jesse James, Scott Joplin, John J. Pershing, Joseph Smith, Harry S. Truman, and Laura Ingalls Wilder, all of whom were from Missouri, or lived there at some point in their lives. A list of resources includes 16 books, 7 organizations that have books and materials, or provide programs for students, and 4 state agencies that offer a variety of materials and information. (BK)

ED 367 559

SO 023 695

Purcell, Royal  
Ethics, Morality, and Mores.  
PUB DATE- 86

NOTE- 192p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position  
Papers/Essays (120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Ethical Instruction; \*Ethics; \*Individual  
Development; \*Moral Values; \*Social Values

IDENTIFIERS- \*Moral Behavior

It is possible to approach, but not to achieve, the goal of perfection. To the three traditional philosophical values of truth, goodness, and beauty it is appropriate to append the important values of wisdom, humanness, and grace. Among the resources available toward the perfection of behavior are ethics, morality, and mores. The first chapter of this document introduces a structured approach to the subject of ethics, morality, and mores. Chapter 2 defines principal terms and chapter 3 gives reasons for the importance of ethics, morality, and mores. The fourth chapter discusses the content of the three subjects and synthesizes their concepts. Chapter 5 attempts to get at the dynamics of ethics and morality, while the sixth chapter provides a brief historical summary. Separately, the seventh chapter records various efforts to make the approach to ethics more scientific. Chapter 8 underlines the enjoyment of life, suggesting that the "good life" emphasizes the individual, "quality of life" emphasizes the group, and "proper life" emphasizes the culture. In the ninth chapter is a summary of conclusions about personal behavior, findings, understanding, and enjoyment. The book represents an attempt to combine technical accuracy with clarity of presentation. (SG)

ED 367 560

SO 023 696

Malden, Cynthia L.  
The Slave Narrative: An Image of Excellence.  
PUB DATE- 26 Feb 93

NOTE- 31p.; Paper presented at the Southeastern Conference on  
English in the Two-Year College (Chattanooga, TN, February 26,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060), Reports - Descriptive  
(Program/Project Descriptions) (141), Speeches, Conference

assess student thinking about elementary school social studies? The data obtained was used to generate two assertions. The first assertion is that concept mapping is a viable tool to help prospective teachers reflect on their memories and conceptions of elementary school social studies. Concept maps constructed by prospective elementary school teachers as they enter methods courses indicate that they view social studies as a body of facts that exists independent of the individual. The second assertion is that final course concept mapping engages prospective teachers in the process of constructing personal knowledge regarding the teaching of elementary school social studies, as they reflect on their experiences in light of what they have learned throughout the semester. During map construction, prospective teachers reflect on their beliefs regarding knowledge as they pass through four stages: (1) comfort; (2) trepidation and frustration; (3) resolution; and (4) elation and pride. (DK)

ED 367 577

SO 023 733

Cubbison, Paige  
A is for Apathy.  
PUB DATE- Dec 93

NOTE- 8p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, December 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Apathy; \*College Students; \*Student Attitudes; \*Student Behavior; \*Student Evaluation; Student Motivation; Teaching Methods; Two Year Colleges

This document discusses the experience of a history professor at a two-year college. The professor's students sit placidly through class, exhibiting politeness, but no interest in the lecture. Different teaching methods are discussed. One solution would be to just accept the students as they are, deliver neatly packaged lectures, give multiple choice examinations, and make sure all students get high marks. To do so would be cheating students out of a good part of what a college education should entail: being challenged, learning to think analytically, learning to write in an organized, purposeful, and insightful way; thinking about things one had never thought of before; and changing one's mind about things one had always taken for granted. The instructor uses only essay examinations as the only way to check in any sort of real way to see if students have thought about the materials at all, if they have some sense of historical connections and chronology, and if they can see what is important and what is not. The examination questions are given out well in advance in the belief that the students are unable to cope with reading, thinking about, and answering a question in the same class time. The professor stops the lecture often, asking questions in order to get the students to participate. Occasionally carefully planned discussions in which students have an opportunity to represent different factions are scheduled. Also, students are assigned a family history project rather than a term paper because of poor library facilities and plagiarism problems, and these assignments usually arouse real interest and involvement. (DK)

ED 367 578

SO 023 734

Latrobe, Kathy Howard, Ed.  
Exploring the Great Lakes States through Literature. Exploring

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS= \*Cooperative Programs; Early Childhood Education; Elementary Education; Higher Education; \*Intercollegiate Cooperation; \*Nontraditional Students; \*Preservice Teacher Education; Private Colleges; \*Program Development; Public Colleges; Rural Education; \*Shared Resources and Services; Undergraduate Study

IDENTIFIERS= Central Washington University; Heritage College WA; \*Washington (Central); Washington (Yakima); Yakima Valley Community College District 16 WA

Three institutions of higher education in central Washington State designed a collaborative venture to meet the needs of placebound students working toward Bachelors degrees in early childhood education. Placebound students are defined as students who, because of time, work, and/or family commitments, are unable to enroll in college courses taught during traditional time periods on a typical college campus. The collaborative program was initiated when a state-supported four-year branch campus was proposed for a rural area underserved by state-supported institutions of higher education but served by a private, nonprofit college (Heritage College). The demography of the rural Yakima Valley; the demography of the institutions (Yakima Valley Community College, Central Washington University, and Heritage College); and the history and development of the collaborative program are described. Six major areas of concern are addressed, including: integration of curricula and academic calendars; faculty assignments; awarding of degrees and certification; application process; tuition differences; and financial aid. By sharing facilities, faculties, expertise, and programs, each institution has been able to deliver instruction to underserved students at a lower cost and over a larger geographical area. An appendix provides institutional profiles and course requirements. (JDD)

ED 367 396

SP 035 007

Henry, Martha A.

Differentiating the Expert and Experienced Teacher: Quantitative Differences in Instructional Decision Making.

PUB DATE= Feb 94

NOTE= 19p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE= English

EDRS Price= MF01/PC01 Plus Postage.

PUB TYPE= Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS= Beginning Teachers; Decision Making; \*Developmental Stages; Elementary Secondary Education; Higher Education; \*Instructional Design; \*Master Teachers; Pilot Projects; \*Professional Development; Teacher Attitudes; \*Teaching Experience

IDENTIFIERS= Berliner (David C); \*Method Acceptance Scale for Teachers; Preservice Teachers

The pedagogical development of teachers has been described in five stages: novice, advanced beginner, competent, proficient, and expert. This study sought to determine if a survey instrument called the Method Acceptance Scale for Teachers (MAST) would be useful in revealing differences among teachers in different stages of development with regard to their instructional decision making. The MAST uses a 4-point scale for teachers to self-report the criteria that they feel are

secondary teaching interns at the University of Tennessee, Knoxville, and presents research evaluating its efficacy. The supervision model involved the following elements: (1) the university supervisor met with the interns once per week, discussing such topics as lesson planning, assessment methods, and classroom management concerns; (2) the university supervisor met with all mentoring teachers once per month to discuss the status of the interns and any problems; and (3) the university supervisor met with the assistant principal and the faculty associate to discuss the progress of the interns, prior to regular meetings with the interns and mentoring teachers. A questionnaire administered to 2 school administrators, 6 interns, and 10 mentor teachers revealed that regularly scheduled meetings with the university supervisor met their needs and were held often enough; most felt that they were reasonably informed regarding the internship experience; and respondents felt that the internship model had been well coordinated. The study concluded that clear, well-communicated, and mutually decided upon expectations for all parties concerned are a prerequisite to a successful internship program. Appendixes list required courses for the fifth-year teaching internship, outline expectations for interns and mentoring teachers, and provide copies of the questionnaires. (JDB)

Eb 367 614

SP 035 038

Handbook for Alaska Educators. Revised.

PUB DATE- Jun 92

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Codes of Ethics; Due Process; Educational Policy; Elementary Secondary Education; \*Ethics; \*Hearings; Higher Education; \*Investigations; Professional Personnel; State Legislation; \*State Standards; \*Teacher Behavior; Teacher Certification

IDENTIFIERS- \*Alaska

This handbook describes procedures used by Alaska's Professional Teaching Practices Commission (PTPC) in dealing with matters of professional conduct and certification within the teaching profession. The handbook summarizes procedures for handling complaints, investigations, hearings, and appeals. Guidelines for screening complaints are listed. A flowchart of the procedures for complaints, investigations, and hearings is provided, along with time expectations. Relevant Alaska statutes are excerpted, specifically sections of the Professional Teaching Practices Act. Regulations are also excerpted, addressing such topics as prohibition of sex discrimination, the code of ethics and teaching standards, and complaint processing. The handbook concludes with PTPC policies, PTPC bylaws, and a form for use in making a request for an investigation of a code of ethics and teaching standards complaint. (JDB)

Ed 367 615

SP 035 039

Olszewski, William; Bussler, Darrol  
Learning To Serve--Serving To Learn.  
PUB DATE- 93

shortening of the "time in position" of deans/chairs could eventually cause an inability to accomplish meaningful change. (Contains 25 references.) (JDB)

ED 367 633

SP 035 073

Bezzina, Michael

Getting Together on the Pupil Free Day: A System Wide Response to Teachers' Professional Development Needs.

PUB DATE- 92

NOTE- 10p.; Paper presented at the Annual Conference of the Australian Teacher Education Association (Ballina, New South Wales, Australia, 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Catholic Schools; \*Curriculum Development; \*Faculty Development; Foreign Countries; \*Inservice Teacher Education; \*Program Development; Secondary Education

IDENTIFIERS- Australia (New South Wales)

The Catholic Education Office of the Diocese of Parramatta in New South Wales (Australia) sponsored a large scale professional development program to help its secondary teachers deal with recent curriculum developments. Principals of the 24 diocesan secondary schools were allowed to choose whether their school would participate in the systemwide program, and all chose to do so. Teachers selected a pupil free staff development day to hold the large-scale professional development program. The program was designed to reinforce the notion of the Key Learning Area (KLA) as the basis for curriculum organization. Twelve different programs were conducted, for approximately, 1,250 teachers. Each program was planned and implemented by school-based personnel, with the Catholic Education Office providing general direction, necessary resources, and overall coordination. The program was characterized by two factors identified by M. Fullan as important in realizing curriculum change--a strong sense of determination to realize the KLA objectives, and well-developed support frameworks in the areas of curriculum and professional development. Evaluation by organizers, participants, and principals indicated that the professional development program was a success. (JDB)

ED 367 634

SP 035 074

Douglas, Lin D.; Fennerty, Daniel C.

Teacher Candidate Performance-Based Assessment.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Advising; Check Lists; Competency Based Teacher Education; \*Education Majors; Elementary Secondary Education; \*Evaluation Methods; Higher Education; \*Portfolios (Background Materials); Preservice Teacher Education; Program Development; \*Special Education; Special Education Teachers; \*Student Evaluation; \*Teacher Competencies

IDENTIFIERS- Central Washington University; \*Portfolio Performance Appraisal Systems

A portfolio assessment process was implemented in the Special Education Division of Central Washington University's teacher education program. The portfolio assessment was designed as an

internship enrollment over a 3-year period. An attempt was made to speak to each student by telephone. It was discovered that a total of 394 graduates were eligible to enroll during this period, but 38 or 9.8 percent of students failed to matriculate. Reasons given for student failure to matriculate into the fifth year included relocation of residence, financial problems, or enrollment in graduate school. (LL)

ED 367 652

SP 035 100

Sultana, Qaisar  
Evaluation of Multicultural Education in a Preservice Teacher Education Program.

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Attitude Measures; \*Cultural Awareness; Elementary Secondary Education; Higher Education; Knowledge Level; \*Multicultural Education; Outcomes of Education; Preservice Teacher Education; \*Program Effectiveness; Program Evaluation; State Boards of Education; State Legislation; State Standards; \*Student Teacher Attitudes; \*Teacher Education Programs  
IDENTIFIERS- Kentucky Education Reform Act 1990; Preservice Teachers

This investigation was conducted to identify the level of attainment, the degree of sophistication, and the extent to which preservice teachers at Eastern Kentucky University are aware of, understand, appreciate, respect, and value multicultural education. Kentucky recognizes the significance of diversity and includes it in its valued learners outcome. Multicultural education is therefore addressed in a majority of education courses, and embedded in many required courses. A sample consisting of student teachers (N=115) was asked to write a comprehensive definition of multicultural education. A definition adopted by the State Board of Elementary and Secondary Education was analyzed, levels of depth and sophistication were identified, and quality indicators were given a numeric value. Data analysis supported the fact that multicultural education is addressed during preservice teacher education--65 percent of the students are aware of cultural differences compared to 19 percent who know nothing, and 10 percent have some understanding of diversity. While an adequate level of awareness exists, if this is considered in relation to the criteria suggested by the National Council for the Accreditation of Teacher Education, it must be concluded that this level of awareness is not sufficient. To prepare preservice teachers to function effectively in a multicultural society, current efforts need to be improved. (LL)

ED 367 653

SP 035 101

Cooper Foundation Awards for Excellence in Teaching, 1992.

PUB DATE- 92

NOTE- 187p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (032)

This paper describes some lessons learned from the first 2 years of Total Quality Management (TQM) implementation at the Coast Guard Academy (New London, Connecticut). Key issues for TQM adoption at the Academy included leadership, training, organization, total involvement, and measurement. It was found that top management must define the institution's direction and support change. To implement TQM the Guard invested heavily in training 5 percent of its work force. The Academy provided a 3-day training course for 32 senior and middle managers and a 9-day course to 10 facilitators from every division. New organization efforts included formation of a Quality Management Board (QMB) to prioritize and coordinate projects. To lay the groundwork for total involvement the Academy started by implementing TQM first in the service departments and by chartering a study group to recommend a process for adding TQM to cadets' educational and professional development programs. Difficulties were found with measuring change and efforts are continuing to work to improve and simplify quantitative documentation. Early efforts have used surveys and measures of timeliness and dollars saved. A conclusion emphasizes that TQM implementation is a long range project with great potential benefits to the institution and its customers. (JB)

ED 367 206

HE 027 154

Cornesky, Robert A.

The Quality Professor: Implementing TQM in the Classroom.

PUB DATE- 93

NOTE- 202p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- Classroom Techniques; \*College Faculty; \*College Instruction; Evaluation Methods; Excellence in Education; Higher Education; Leadership; Program Implementation; Self Evaluation (Individuals); Student Development; \*Teacher Effectiveness; \*Teacher Improvement; \*Total Quality Management  
This volume describes Total Quality Management (TQM) in the higher education classroom and guides college faculty in implementing TQM to improve their teaching. Chapter 1 introduces TQM and gives pointers on how to begin implementing it. Chapter 2 describes TQM approaches and principles including the Deming and Crosby approaches, describes the TQM principles, and outlines the process of establishing cycles of action. Chapter 3 advocates a type of leadership that helps students learn well. Chapter 4 is on human resource development and management and touches on the need for constant communication, removing barriers to success, and constant improvement. Chapter 5 looks at information analysis, the usefulness of statistics, and a case study of an economics professor using the Nominal Group Process to identify and rank student barriers to learning. Chapter 6 looks at quality and operational results. Chapter 7 shows how to identify problems and collect data in several situations. Chapter 8 describes how to use other tools to proceed through the remaining steps of the problem solving process. The book includes charts and graphs that can easily be photocopied and adapted for classroom use and a self-assessment checklist to measure user success. (Contains 24

ED 367 207

HE 027 155



the 1990s and Beyond.

PUB DATE- Apr 93

NOTE- 26p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Business Administration Education; Case Studies; \*Cost Effectiveness; \*Curriculum Development; Educational Change; Faculty Development; \*Global Approach; Higher Education; \*Integrated Curriculum; \*International Studies; Liberal Arts; Long Range Planning

IDENTIFIERS- \*San Diego State University CA

This conference paper discusses the costs and benefits of five approaches to development of an "internationalized curriculum": (1) international business modules; (2) international business courses; (3) internationalization across the business curriculum; (4) integrating the internationalized business and liberal arts curricula; and (5) transorganizational integration of internationalized business and liberal arts curricula. The five strategies are incrementally more complex--they require increasing levels of faculty skills, resources, and system-wide cooperation for implementation. Faculty development options targeted at both arts and letters and business faculty are discussed, such as curriculum development seminars, business vocabulary workshops, and international travel and teaching. Seven steps are presented that outline a strategic change process that can facilitate moving toward internationalization. The paper discusses the factors that influence choice of internationalization strategy and presents a case study of the development, implementation, and future plans of an integrated, internationalized business and liberal arts curricula strategy at San Diego State University. An appendix offers suggestions for developing and implementing "ideal" internationalized Organization Behavior and Human Resources Management curricula that facilitate implementation of internationalization strategies. (JDD)

ED 367 226

HE 027 191

Devine, Elton A.

Internationalization of Business Curricula: Major Changes in Leading Schools.

PUB DATE- Apr 93

NOTE- 19p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Business Administration Education; Case Studies; \*Curriculum Development; Educational Change; \*Global Approach; Higher Education; Interdisciplinary Approach; International Studies; Second Language Learning

IDENTIFIERS- \*University of Michigan; \*University of Pennsylvania Wharton School

This paper explores criticisms of how business (frequently referred to as management education) is taught at the

Education.

PUB DATE- 10 Jul 91

NOTE- 31p.; For related documents, see HE 027 210-214.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - General (140); Opinions/Personal

Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Budgeting; \*Change Strategies; \*College Administration; \*Educational Change; \*Educational Improvement; Educational Quality; Expenditures; Financial Problems; Futures (of Society); Higher Education; Instructional Improvement; \*Long Range Planning; State Colleges; State Universities; Technology; Tuition

IDENTIFIERS- \*Virginia

This report presents a plan for improving higher education within Virginia focusing on controlling costs, improving educational quality, and increasing productivity. The report's three sections: (1) review the price higher education has paid in absorbing massive budgetary reductions and discuss Virginia's current standing among the states in various aspects of higher education; (2) discuss the objectives of the Commission on the University of the 21st Century, while recognizing the harsh reality of the current fiscal situation; and (3) offer proposals for financing higher education in 1992-94 and beyond, with specific objectives to be reached and suggestions for ways in which they can be funded. Specific discussions address the preparation of Virginia's institutions of higher education for the next century within the context of budgetary constraints and cover curriculum changes and new ways of teaching, organizational restructuring of colleges and universities, and the expansion of educational capacity. Also examined are the expected capital outlays in the 1990's, during which time it is suggested that, between the years 1992 and 1998, outlays of at least \$1 billion are needed for educational and general space. The report concludes with an examination of the options for continued improvement and the establishment of a new relationship between the Commonwealth of Virginia and its colleges and universities. (GLR)

ED 367 245

HE 027 212

Change and Improvement in Virginia Higher Education: A

Preliminary Report to the Governor and General Assembly.

PUB DATE- 12 Jan 93

NOTE- 20p.; For related documents, see HE 027 210-214.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Credits; College Faculty; Competency Based Education; Cost Effectiveness; Enrollment; Enrollment Trends; Futures (of Society); Government School Relationship; Higher Education; \*Long Range Planning; Needs Assessment; \*Public Colleges; \*Resource Allocation; \*Statewide Planning; Student College Relationship

IDENTIFIERS- \*Virginia

This report responds to the 1992 Virginia legislative direction and offers suggestions on how the state's colleges and universities should change their resource allocations to extend the reach of teaching faculty and develop new and creative approaches to the work of teaching, research, and service. Restructuring in the areas of staffing productivity and curricular change is urged. Recommendations are offered in the context of the expectation that at least 65,000 additional students will seek higher education by the year 2001 and the

Effectiveness; Racial Relations; School Holding Power; Sexuality; Social Problems; Student Development; Tutoring  
IDENTIFIERS- Academic Community; Diversity (Student); \*Freshman Seminars

This volume contains abstracts of the presentations on the freshman and entering student programs at over 100 colleges, community colleges, and universities in the United States and Canada. Each abstract describes institutional programs and provides a name, address, and telephone number of the person to contact for additional information. Among the many topics discussed are the following: support for freshman seminar faculty; assessing student needs; entering student program design and assessment; student mentors; student retention; addressing and educating students on social issues such as sexual life, racism, and homosexuality; community building and conflict resolution; diversity and multiculturalism on campus and in the classroom; various types of staff development and exploration of teaching techniques; and freshman guidance and advising. (JB)

ED 367 263

HE 027 234

Earthquake Preparedness 101: Planning Guidelines for Colleges and Universities.

PUB DATE- Sep 92

NOTE- 86p.; Developed by the Southern California Earthquake Preparedness Project and Bay Area Regional Earthquake Preparedness Project.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Administrator Guides; College Administration; \*Colleges; \*Earthquakes; \*Emergency Programs; Federal Aid; Higher Education; Occupational Information; \*Planning; Safety; School Safety; State Aid; State Legislation

IDENTIFIERS- California; \*Disaster Planning; Stanford University CA

This publication is a guide for California colleges and universities wishing to prepare for earthquakes. An introduction aimed at institutional leaders emphasizes that earthquake preparedness is required by law and argues that there is much that can be done to prepare for earthquakes. The second section, addressed to the disaster planner, offers planning tips for a disaster management team, and how to set goals and plan updates. The third section looks at earthquake preparedness, examining particularly how to assess hazards, reduce hazards, educate the campus community, and acquire emergency equipment and supplies. The fourth section describes and outlines earthquake response including: typical problems, the incident command system, developing response priorities, management organization, supporting data for the campus plan, mutual aid agreements, department and building emergency plans, and emergency response training. A final section describes post-disaster recovery including planning for recovery, demolition, repair, rebuilding, and financing recovery and rebuilding. Appendixes contain sample job specifications for an emergency preparedness coordinator, summaries of legislation and applicable authorities, Stanford University's disaster response plan, a checklist for campus residence hall evacuation, and an outline of the cost recovery process through state and federal assistance. (Contains 24 references.) (JB)

references.)

ED 367 283

HE 027 327

Moxley, Joseph M., Ed.

Writing and Publishing for Academic Authors.

PUB DATE- 92

NOTE- 325p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Collected Works - General (020)  
DESCRIPTORS- \*Faculty Publishing; Higher Education; Professional Development; Proofreading; \*Research; Revision (Written Composition); Scholarly Journals; \*Scholarship; Technical Writing; Textbooks; \*Writing for Publication; Writing Processes

This book of author-contributed chapters on academic writing grew out of workshops on scholarly writing taught at the University of South Florida. The chapters in part I review the working habits of successful academic authors. The chapters in part II analyze the genres of academic writing. Part III focuses on revision and editing of manuscripts. Current issues in scholarly publishing are the subject of part IV. Chapters have the following titles and authors: "If Not Now, When?" (Joseph M. Moxley); "Strategies for Enhancing Scholarly Productivity" (Robert Boice); "Freewriting and the Problem of Wheat and Tares" (Peter Elbow); "Publishing Scholarship in Humanistic Disciplines: Joining the Conversation" (Gary A. Olson); "Terribly Technical Writing" (Richard Stark); "Writing as Witnessing" (Lynn Z. Bloom); "Reviewing Books for Scholarly Journals" (Robin W. Erwin, Jr.); "From Proposal to Print: Publishing Papers from Academic Conferences in Book Form" (Lagretta T. Lenker); "From Prospectus to Print: Editing Conference Papers and Publishing the Dissertation" (Sara Deats); "University Presses: In and Out of the Ivory Tower" (Naomi B. Pascal); "The Art and Agendas of Writing a Successful Textbook Proposal" (Paul A. Smith); "How to Find a Find and Catch a Catch: Writing the Winning Grant Proposal" (Judith Ruderman); "Why Not Write for Commercial Publication?" (Ben Johnson); "Strategies for Planning and Revising Research Reports" (Donald Fiske); "Loose, Baggy Sentences" (Claire Kehrwald Cook); "Everyone is a Proofreader: How to Check Your Documents" (Carolyn Bagin and Jo VanDoren); "Coauthoring for Scholarly Publication: Should You Collaborate?" (Evelyn Ashton-Jones); "Establishing Collaborative Author/Editor Relationships: The Heldref Paradigm" (Sheila Barrows); "Why Use Computerized Databases?" (Joseph M. Moxley); "Author's Guide to Scholarly Publishing" (Diane Peterson and Joseph M. Moxley). Most chapters include references. (DB)

ED 367 284

HE 027 329

Boyd, Joseph D.; Wannerdahl, Carol

The Characteristics of Student Borrowers in Repayment and the Impact of Educational Debt. Summary Report Comparing 1985 and 1991 data.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 93

NOTE- 35p.; For the full report and companion study, see ED 365 259-260.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

workshop, mentoring, evaluation, and intra-organizational LISTSERV. The provider deemed AT&T EasyLink services most appropriate. The workshop, orientation materials, and mentoring process resulted in the initiation of a global network for EES using e-mail. Once a provider was determined, implementation among new users appeared possible with a single-event workshop, detailed orientation materials, and a mentoring arrangement. E-mail had a significant impact upon an international educational consulting agency with the most definitive difference being financial. The recommendations included publishing the summary tables of possible network providers, informing the parent organization of the impact of e-mail networking, and using workshop/mentoring (both for EES and client institutions in Eurasia) to initiate other technological tools. Questionnaires and a compendium of electronic resources are appended. (Contains 86 references.) (TMK)

ED 367 304

IR 016 577

Norman, Douglas  
Interactive Radio as a Component of Distance Education in Third World Countries.

PUB DATE- Oct 93

NOTE- 10p.; Paper presented at the National Third World Studies Conference (Omaha, NE, October 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- \*Developing Nations; \*Distance Education; Educational Change; \*Educational Radio; Elementary Secondary Education; Foreign Countries; Higher Education; Language Arts; Mathematics Instruction; Problems; Science Instruction; Teacher Education

IDENTIFIERS- Agency for International Development; \*Interactive Radio; \*Third World

Interactive radio is a technique to promote active listening to educational radio programs targeted at students and teachers in Third World countries. The U.S. Agency for International Development (USAID) has supported interactive radio in Africa, Asia, and Latin American to provide supplementary training to students with poorly prepared teachers. An example was a language arts program in Kenya, where evaluators concluded that radio students were consistent in their statistically significant superiority over control students in listening, speaking, reading, and writing. Despite these findings, other studies concluded that interactive radio is better for teaching math, which has a limited number of correct answers, than language. USAID also has funded interactive radio projects in science, mathematics, teacher training, and high-school equivalency. Some critics of interactive radio say it is too dependent on expensive hardware and that Third World students are not well enough motivated, cannot read well enough, and cannot work well enough on their own for distance education to significantly affect educational progress in developing nations. (Contains 9 references.) (Author)

ED 367 305

IR 016 579

Schoenmaker, Jan, Ed.; Stanchev, Ivan, Ed.  
Principles and Tools for Instructional Visualisation.

PUB DATE- 94

NOTE- 152p.

Searching; Optical Data Disks; \*Political Science; Profiles;  
Questionnaires; Reference Materials; \*Search Strategies; Users  
(Information)

IDENTIFIERS- Historians; Kent State University OH; Political  
Scientists; Printed Materials; Student Surveys; Teacher Surveys

This is a study of the research communities in history and  
political science at Kent State University (Ohio). The purpose  
is to provide a profile of historians and political scientists  
and to discover the kinds of information they use for research.  
A survey/questionnaire was circulated to the history and  
political science departments. Information was solicited from  
faculty and graduate students in both departments. The findings  
show many areas of similar resource use. Despite some  
similarities, differences in access and method remain.  
Historians remain more traditional, using mostly older print  
sources, while the political science scholars use more current  
up to date resources like CD-ROM and online databases. Overall,  
many of the findings strongly support what has been found in  
previous studies. Tables illustrate demographic data, library  
use, typical information sources, convenient and inconvenient  
information formats, and percentages borrowed research  
materials. Survey instruments are appended. (Contains 21  
references.) (Author/TMK)

ED 367 324

IR 054 855

Teleha, John C.

Evaluation of Directory Entries for Electronic Journals and  
Newsletters.

PUB DATE- Nov 93

NOTE- 59p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Access to Information; Case Studies; Comparative  
Analysis; \*Computer Networks; Directories; Electronic Mail;  
\*Electronic Publishing; Evaluation Methods; Indexes;  
Microcomputers; Research Needs; \*Serials; Surveys;  
\*Technological Advancement

IDENTIFIERS- \*Electronic Journals; Information Superhighway;  
Internet

The goal of the research is to study directory entries for  
selected electronic journals and newsletters. Directory entries  
for the first directory of electronic journals and newsletters  
are analyzed from the user's point-of-view. Completeness of the  
directory entries, the accuracy of the information they  
contain, and the accessibility of the entries through an index  
are three major aspects discussed. Demographics of the current  
electronic serial industry, scholarly consideration of  
electronic serials, and a comparison of this directory to  
directories of print journals and newsletters are also  
addressed. Case study and survey methodologies are employed.  
The most significant findings of this research include the  
internationality of the electronic serial industry;  
difficulties associated with trying to tame the electronic  
environment to allow access to electronic serials; problems  
with trying to locate back issues of electronic serials; the  
poor quality of the index; and the seriousness with which the  
scholarly community is beginning to recognize the electronic  
serial. Suggestions for improving the directory and for future  
research are presented. The evaluation instrument is appended.  
(Contains 34 references.) (Author/TMK)

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Library Personnel; Library Surveys; \*Occupational Information; \*Occupational Safety and Health; Public Health; Questionnaires; Safety Education; \*Special Libraries; Users (Information); Work Environment

IDENTIFIERS- Occupational Safety and Health Act 1970

There is very little published information available about occupational safety and health libraries. This study identified, described, and compared the occupational safety and health libraries in the United States. The questionnaire first filtered out those libraries that did not fit the definition of an occupational safety and health library; only those managers whose libraries fit the definition were asked to complete the entire questionnaire. The study investigated five areas: (1) library staff; (2) library users; (3) other libraries; (4) parent organization; and (5) geographic location. The study aimed to be a census and required a high response rate. From 130 questionnaires mailed out, a response rate of 81% was obtained, and 39 occupational safety and health libraries in 18 states and the District of Columbia were identified in the survey. Thirty-three respondents agreed to have their libraries appear in a directory of occupational safety and health libraries. Included in the appendices are the questionnaire and the directory of occupational safety and health libraries in the United States that resulted from this study. (Contains 34 references.) (Author/JLB)

ED 367 347

IR 054 880

Theiss, Sally A.

Training the Library Staff about Disabilities: A Model for Investigating Staff Education Tested in Seven Public Libraries.

PUB DATE- Oct 93

NOTE- 81p.; M.L.S. Research Paper, Kent State University. The appendices contain small and broken type.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Accessibility (for Disabled); Access to Information; Attitudes; Content Analysis; Continuing Education; \*Disabilities; Federal Legislation; Interviews; \*Library Personnel; Library Planning; Library Services; \*Physical Disabilities; \*Public Libraries; \*Staff Development; Training

IDENTIFIERS- Americans with Disabilities Act 1990; Library Directors

Librarians must find ways to meet the information needs of patrons with various disabilities. The Americans with Disabilities Act codified what librarians have long espoused: equal access to information for people with any type of disabling condition. This study's objective was to identify and examine current or planned programs dealing with staff education about disabilities in the public library setting. An exploratory research design using survey methodology was executed; the data were collected through in-depth, unstructured interviews with library directors or their designees at seven public libraries in Stark County (Ohio). Analysis of data was conducted using the "concept book" technique of qualitative content analysis. Research data are presented in three formats: (1) categorized, coded statements arranged in lists with full explanation of the coding; (2) a

separately, yet located near the remaining collection; they work with one other professional on a full-time basis and two others on a part time basis; their academic background is in the social sciences subject area with a graduate degree in library science; the average amount of professional experience is 12 years in the document field and 16 years in general; and the majority of the professionals surveyed had prior experience in reference service, are active in continuing education activities, and on average regularly read at least two professional journals. A copy of the questionnaire is appended. (Contains 8 references.) (Author/JLB)

ED 367 369

IR 054 917

Kreider, Louisa J.  
Results of the Brittle Book Survey Conducted in the Wadsworth  
Public Library.

PUB DATE- Dec 90

NOTE- 50p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; Higher Education; Interviews;  
\*Library Collections; Library Materials; Library Surveys;  
Models; \*Preservation; \*Public Libraries; Questionnaires;  
Research Libraries; Research Methodology; Tables (Data)

IDENTIFIERS- \*Brittle Books; Library Materials Conservation;  
\*Wadsworth Public Library OH

Book condition surveys have been conducted in several large research libraries in the United States to determine the extent of book deterioration in those libraries. This paper outlines the steps for conducting a brittle book survey adapted from more comprehensive surveys to assess the extent of paper brittleness of the book collections in a small public library. The findings of this survey demonstrate whether paper deterioration in a small public library is comparable to that of research libraries and whether the library surveyed should implement a preservation program to protect its collection against further deterioration. Included in the appendices are the interview checklist to determine whether any environmental conditions adverse to paper predominate in the library; the survey instrument; and the explanation of the survey instrument. (Contains 18 references.) (Author/JLB)

ED 367 370

IR 054 918

Saveleva, Melinda  
Russian Corporate and Personal Name Headings on OCLC and RLIN: A  
Comparison Study.

PUB DATE- Nov 90

NOTE- 28p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042)

DESCRIPTORS- Authority Control (Information); \*Bibliographic  
Utilities; \*Cataloging; Comparative Analysis; Error Patterns;  
Library Catalogs; Online Systems; Quality Control; \*Russian;  
Translation

IDENTIFIERS- Anglo American Cataloging Rules; Library of Congress  
Classification; \*OCLC; \*Research Libraries Information Network;  
Transliteration

It is commonly believed that the quality of original cataloging on OCLC (Online Computer Library Center) and RLIN (Research



Standards; Total Quality Management; Two Year Colleges  
IDENTIFIERS- \*Oregon Advanced Technology Consortium

The Oregon Advanced Technology Consortium (OATC) created the Partnerships for Quality Project (PQP) to improve Oregon's community colleges by developing a total quality curriculum (TQC) based on the beliefs and practices of total quality management (TQM). This report summarizes the recommendations of the PQP and presents a plan of action for the state's community college presidents to develop and implement total quality practices. Following an overview of the project vision, mission, and approach, the second chapter identifies the customers of the TQC as employers, employees, and students, and describes the needs specific to each group. The third chapter identifies the guiding principles behind the recommendations, including ensuring a customer focused program, maintaining an integrated, holistic philosophy, implementing a flexible approach, and applying total quality practices to community colleges. Chapter 4 describes the core topics of the TQC, including the core philosophy and foundations, the tools and skills of TQM, teamwork, management considerations, and information concerning marketing, application engineering, manufacturing, engineering and quality function personnel. The final chapter presents recommendations designed to guide the OATC Board of Directors in developing and implementing a customer driven TQC based on the TQM philosophy. (MAB)

ED 367 390

JC 940 142

Stolar, Steven M.  
Advisors' Perceptions of the Advisement Process.

PUB DATE- 2 Mar 94

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Colleges; Counseling Effectiveness;  
Counselor Client Relationship; \*Employee Attitudes; \*Faculty  
Advisers; Guidance Objectives; \*Guidance Personnel; \*Guidance  
Programs; Program Evaluation; Program Improvement; \*School  
Counseling; \*Self Evaluation (Groups); Two Year Colleges

IDENTIFIERS- Cumberland County College NJ

In response to negative findings from a study of faculty and administrative staff perceptions of the advisement process at Cumberland Community College (CCC), in Vineland, New Jersey, a follow-up study was conducted of the perceptions of advisement personnel. Specifically, the second study sought to gather information to assist in the restructuring of the system. A 30-item questionnaire, inquiring about professional information, general perceptions of advising, the advisors manual, freshman seminar courses, and general comments, was developed and distributed to each of the college's 70 advisors. Results of the study, based on a response rate of 69% (n=46), included the following: (1) respondents felt that there was a need for better training for advisors; (2) advisors generally felt that the number of students assigned to them was reasonable; (3) respondents felt that registration in an arena was not a sufficient forum for conducting advisement; (4) advisors felt their handbook was an invaluable asset; (5) advisors agreed that advisement training workshops designed to assist new advisors, explore basic skills, provide hypothetical situations, and keep advisors abreast of information updates would be helpful; (6) advisors felt that the advisement process is designed to do more for students than merely develop their

(CCTC) in Connecticut, a project was undertaken to develop a story board for a video to inform prospective students of the benefits of a college education at CCTC. A literature review was performed to find information about the production of educational media materials, the use of media in promotion and marketing, the needs of college recruitment programs, and the subject of related video. Internal input was received from CCTC admissions and recruitment officers, financial aid personnel, and the student work coordinator, while external input was obtained from the director of educational television for the community-technical college system in Connecticut and a video production company. In addition, volunteer students were given the opportunity to prepare video materials which could be adapted to the story board for other students. As appropriate items of information were located, sketches were made indicating how they might be presented visually and then placed in order and replaced by finished drawings. The information was then assembled into a story board for planning a video. Conclusions from the project included that, given the ease of created animated sequences, these were more effective than presenting information through acting, and that student video work provided an added appeal for the target audience. Contains recommendations, 19 references, and the story board. (BCY)

ED 367 408

JC 940 172

Gelin, Franklin

The Associate of Arts and Science Degree: A New Opportunity.

PUB DATE- 8 Jun 93

NOTE- 28p.; Paper presented at "Connections: Campus and Community," the Annual Conference of the Association of Canadian Community Colleges (Edmonton, Alberta, Canada, June 6-9, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Standards; Articulation (Education); \*Associate Degrees; College Transfer Students; \*Community Colleges; \*Degree Requirements; Educational History; Educational Legislation; Foreign Countries; Program Implementation; \*Statewide Planning; \*Transfer Programs; Two Year Colleges

IDENTIFIERS- \*British Columbia

Discussions about whether to implement associate degrees in British Columbia (Canada) date back to the mid-1970's, with the debate focusing on transfer arrangements and the viability of community college diplomas. One of the first acts of the British Columbia Council on Admissions and Transfer, created in 1988, was the recommendation to create an associate degree. As a first step, the Council sponsored a provincial workshop on the purpose, benefits, and problems of establishing an associate degree. Subsequently, the Council created a Provincial Task Force to recommend a two-year curriculum leading to an associate "credential," thereby side-stepping the most controversial part of the Council's original proposal--the term "degree." In evaluating various approaches, the Task Force agreed on three general criteria: academic standards, simplicity, and transfer, with transfer being the most difficult to achieve. General degree requirements were established as 60 semester credits of first- and second-year courses, a minimum of "C" required in each course counting toward the degree, and 30 semester credits completed at the

Osborne, David T.  
Reinventing Government.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- Jan 93

NOTE- 3p.; This issue is abstracted from the article "Government That Means Business," which was published in the "New York Times Magazine," March 1, 1992. The article was adapted from "Reinventing Government: How the Entrepreneurial Spirit Is Transforming the Public Sector" by David Osborne and Ted Gaebler, Addison-Wesley Publishing Company, February 1992.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Change Strategies; \*Community Involvement; \*Government (Administrative Body); \*Governmental Structure; \*Government Role; \*Public Policy; \*Social Change

Throughout all levels of American government, a shift is taking place from the rigid, wasteful, centralized bureaucracies of the industrial era to the more flexible, entrepreneurial, decentralized government needed to succeed in today's world. This shift has been brought about by an unprecedented, ongoing fiscal crisis that has created a sudden urgency to improve services and heighten productivity with fewer dollars. Entrepreneurial governments are: (1) catalytic, leveraging private-sector actions to solve problems; (2) community owned, empowering families and communities to solve their own problems; (3) competitive, moving away from traditional monopolistic models in education, policing, transportation, etc.; (4) mission driven, developing budget systems and rules that free employees to pursue goals; (5) results oriented, providing incentives for people to succeed rather than fail, measuring outcomes, and rewarding success; (6) customer driven, putting resources directly into the hands of the intended recipients of the service (e.g., job training or child care) so that they can make choices based on quality and price; (7) decentralized, taking advantage of the possibilities afforded by telecommunications advancements to give those laboring in public organizations authority to make their own decisions; and (8) market driven, restructuring the marketplace when necessary to fulfill public purposes. Government is the instrument by which problems are solved collectively; if the instrument is outdated, it is time to remake it. The applicability of these principles to community colleges is discussed briefly. (ECC)

ED 367 425

JC 940 198

Beckman, Brenda Marshall; Doucette, Don  
Community College Workforce Training Programs: Expanding the Mission To Meet Critical Needs.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- Feb 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; \*Cooperative Education; Industrial Training; Inplant Programs; \*Labor Education; \*Labor Force Development; National Surveys; \*On the Job Training; \*School Business Relationship; Two Year Colleges; \*Vocational Education

In fall 1992, the League for Innovation in the Community College

instructions and suggestions on how to use the Family Connections guides, how to work with parents, and how to promote the program. Sample news releases, parent reaction forms, and review sheets, as well as parent handouts and stationary suitable for photocopying, are also included. (MDM)

ED 367 443

PS 021 932

Walker, Thomas

Increasing the Participation of Parents of Elementary School Students in Parent Education Activities through Development and Implementation of an Alternative Delivery System.

PUB DATE- 93

NOTE- 64p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Elementary Education; Family Environment; Newsletters; One Parent Family; \*Parent Education; Parent Materials; \*Parent Participation; \*Parent School Relationship; School Orientation; Videotape Cassettes

This practicum report describes a program intended to increase parent participation by improved information delivery at an elementary school. Background study of the school and community indicated approximately a 25% turnover rate of new families and students. Attendance at parent education workshops and school orientation tours before program implementation was low. A survey indicated that parents' work schedules, lack of time, and lack of child care were the main obstacles to workshop attendance. To make parent participation more convenient, several videos were made with students and teachers at the school, including a school orientation video and a video on how to prepare for a science fair. The school set up a parent education resource lending library from which these and other videos, as well as books and booklets on study skills, school subjects, and school-related social issues, could be checked out. The school's monthly newsletter proved to be an effective forum to announce the new resources to parents. Through an order form provided in the newsletter, parents could check out materials by mail and have them delivered to their homes. As a result of the program, there were more than 430 requests by parents for videos, books, and booklets; there was a 123% increase over the previous year in the number of parents who indicated that they had participated in a parent education event; and 87% of the parents indicated that the opportunities provided in the program were effective methods for obtaining information from the school. Appendixes include copies of surveys and forms used in the program. (ME)

ED 367 444

PS 021 933

George, Brenda Goza

Strengthening the Parent School Partnership: Improving Access of Minorities to School and Community Resources.

PUB DATE- 93

NOTE- 92p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Community Information Services; Family School Relationship; Language Enrichment; \*Low Income Groups; \*Minority Groups; Parent Attitudes; \*Parent Participation;

School Curriculum; \*Grouping (Instructional Purposes); Interpersonal Competence; \*Nontraditional Education; Portfolios (Background Materials); Problem Solving; Program Implementation; Teaching Methods; Thematic Approach; Whole Language Approach

IDENTIFIERS- \*Team Learning Methods

This book provides practicing educators with strategies for the successful implementation of cooperative learning in the classroom. Chapter 1 discusses the components of cooperative learning and how this practice meets the needs of students. Chapter 2 explains the process of restructuring the classroom into a cooperative environment. An 11-step process for implementing cooperative learning is outlined in chapter 3. Chapter 4 discusses social skills and conflict management in a cooperative learning environment. Suggestions for routine drill and practice activities are offered in chapter 5. Chapter 6 explains how thematic units make the curriculum more meaningful to students in the cooperative learning environment. Chapter 7 addresses individual and cultural differences and ways cooperative learning promotes positive interactions among students. Chapter 8 demonstrates the interaction of critical thinking and problem solving with cooperative learning. Chapter 9 describes how students use the brainstorming techniques of fluency, flexibility, categorization, originality, elaboration, and imagination to produce creative solutions to problems. Chapter 10 explains how the cooperative learning environment complements the whole language approach. Portfolios as an assessment tool are discussed in chapter 11. A postscript offers troubleshooting advice on initiating a cooperative learning program. A 48-item bibliography and an appendix with sample activity sheets mentioned in the book are included. (TJQ)

ED 367 462

PS 022 082

Teaching the Mind, Touching the Heart: Finding the Balance in Middle Level Education.

PUB DATE- 7 Nov 93

NOTE- 38p.; Paper presented at the Annual Conference of the National Middle School Association (20th, Portland, OR, November 7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Adolescent Development; Adolescents; \*Educational Environment; Elementary School Curriculum; Elementary School Students; Intermediate Grades; Junior High Schools; Junior High School Students; \*Middle Schools; Parent Participation; Preadolescents; \*Student Needs; \*Teacher Student Relationship

IDENTIFIERS- \*Developmentally Appropriate Programs; \*Middle School Students

As more and more middle school students come to the classroom with no real, stable connections outside the school setting, it is increasingly important for educators to reach out to them in a variety of ways. This paper addresses that need by offering educators suggestions in the following five areas: (1) comprehending the unique characteristics and needs of young adolescents; (2) providing an accepting climate; (3) designing a curriculum and delivery system based on young adolescents' characteristics and needs; (4) connecting with their parents; and (5) sharing with the students an attitude of caring and compassion. Schools need to be responsive to adolescents' developmental needs, such as the need for diversity, competence and achievement, and for positive interaction with peers and

Municipal Employees (AFSCME), Local 372. A statement from the Society for Nutrition Education and the National Association of State NET (Nutrition Education and Training) Coordinators is also included. (MDM)

ED 367 481

PS 022 126

Osofsky, Joy D., Ed.; Fenichel, Emily, Ed.  
Caring for Infants and Toddlers in Violent Environments: Hurt, Healing, and Hope.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Jan 94

NOTE- 53p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Caregiver Role; Child Rearing; Child Welfare; Community Programs; \*Coping; Early Childhood Education; Government Role; \*Intervention; Police Community Relationship; \*Prevention; Public Policy; \*Victims of Crime; \*Violence; \*Young Children

IDENTIFIERS- Victim Assistance

This journal issue is a contribution to the development of caretaking strategies to help young victims of violence, and is intended to provide support for those who are helping the victims. Four main articles are: (1) "Parenting in Violent Environments" (Joy Osofsky and Beverly Roberson Jackson); (2) "Infants, Toddlers, and Violence: Developing a Community Response" (J. Ronald Lally and Marilyn M. Segal); (3) "The Assessment and Treatment of Infants and Toddlers Exposed to Violence" (Charles H. Zeanah); and (4) "Call for Violence Prevention and Intervention on Behalf of Very Young Children" (The Zero to Three Study Group). These major articles are supplemented by shorter pieces on helping children channel aggression, early intervention, and community policing, as well as brief case studies and vignettes. The report calls for a family-centered approach to addressing trauma and prevention, a realignment of values, and informed comprehensive public policy strategies for reducing violence. A list of 38 organizational resources, along with a list of contributors and the members of the Violence Study Group, are included. Contains 152 references. (MDM)

ED 367 482

PS 022 129

Paths to African American Leadership Positions in Early Childhood Education: Constraints and Opportunities.

SPONS. AGENCY- Carnegie Corp. of New York, N.Y.

PUB DATE- Sep 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)

DESCRIPTORS- \*Black Leadership; \*Blacks; Career Development; Child Caregivers; \*Early Childhood Education; Educational Attainment; Employment Opportunities; Position Papers; \*Promotion (Occupational); Racial Differences; Racial Discrimination; Teacher Education

IDENTIFIERS- \*African Americans

employees of state day care and Head Start programs; 277 completed surveys were returned. The survey found that 74.7 percent of the respondents were black, and that 3.6 percent were male. A total of 59.6 percent had not completed post-high school certification or college degree programs, while 63.5 percent had not completed a Child Development Association training program. A majority of respondents ranked financial considerations as the most important barrier to continuing education, and 63.3 percent were interested in some type of formal training in early childhood education. The findings suggest that state and local educational institutions need to provide logistical and financial incentives and support for the educational advancement of black early childhood leaders in day care and Head Start programs in South Carolina. (MDM)

ED 367 501

PS 022 187

Swick, Kevin J.

A Descriptive Analysis of South Carolina's Target 2000 Parent Education Program.

PUB DATE- Oct 93

NOTE- 5p.; Paper presented at the Annual Rural and Small Schools Conference (15th, Manhattan, KS, October 25-26, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Agency Cooperation; At Risk Persons; \*Family Programs; Home Visits; Individual Needs; \*Literacy Education; \*Parent Education; Parent Participation; Preschool Education; \*Program Effectiveness; \*School Readiness

IDENTIFIERS- South Carolina; \*Target 2000 SC

This paper, a session proposal for a rural and small schools conference, reports on a project undertaken by 166 parents and staff of South Carolina's Target 2000 Parent Education Program to assess the effectiveness of the program's design and implementation process. The main research question studied concerned what were found to be the most effective parent education strategies for involving parents of at-risk preschool children in activities designed to strengthen the parent's status as their children's primary teachers. Through parent and staff interviews and questionnaires, it was found that the most effective parent program practices included: (1) using parent education activities that strengthened the family's literacy environment; (2) carrying out home visits that included both school readiness activities and services based on the individual needs of families; (3) involving parents in both parent-child literacy experiences and adult education; (4) using interagency and community resources to effectively meet parent and family needs; and (5) planning with parents in order to meet various family needs. (MDM)

ED 367 502

PS 022 192

Gerbouin-Rerolle, Pascale

Food Processing: Technology and Nutritive Value.

PUB DATE- 93

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Agriculture; \*Food; Food Handling Facilities; \*Food Service; Foods Instruction; Foreign Countries; Grains (Food);

Farley, Ronnie, Ed.

Women of the Native Struggle. Portraits & Testimony of Native American Women.

PUB DATE- 93

NOTE- 158p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Activism; \*Advocacy; American Indian Culture; American Indian Education; \*American Indians; Child Rearing; Community Leaders; Conservation (Environment); Culture Conflict; \*Females; Leadership; Life Style; Nonformal Education; Personal Narratives

IDENTIFIERS- Cultural Preservation; Native Americans; \*Spirituality; \*World Views

This book portrays images and views of approximately 45 Native American women in their roles as mothers, grandmothers, tribal elders, teachers, preservers of traditional beliefs and practices, and leaders in the continuing struggle for survival. An introduction by Anna Lee Walter presents an overview of the modern Native American woman. In the section titled "Remembering," the women reflect on daily life in bygone days, experiences in boarding school, life as an Indian in New York City, grandparents' teachings, and community and family connections. "Life Givers" depicts women as the heart of the family and society, the importance of the role of mother, views on feminism and lesbianism, and integration of art with everyday life. "The Light Within" discusses spirituality, sources of inner strength, religious practices, self-esteem, and cross-cultural respect. "The Earth as Our Mother" draws parallels between women's bodies and the Earth and considers the particular responsibilities of women to protect Mother Earth. "The View from the Shore" examines past and present attacks on Native peoples and land, stereotypes and cultural images of American Indians, and threats to the environment from Western mainstream lifestyles. "The Children: Our Future" discusses the women's fears and hopes for the future of their children, instilling spiritual beliefs and cultural pride in children, the importance of culturally relevant education, and alternative culture-based "survival schools." Contains many photographs, brief profiles of the women, and a list of organizations involved in Native American issues. (SV)

ED 367 522

RC 019 518

Holzemer, Daniel Pete

The Drafting and Submission of an HIV/AIDS Policy Draft for a Native American Child Welfare Agency.

PUB DATE- 93

NOTE- 127p.; M.S. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Adoption; Agencies; \*American Indians; Children; \*Child Welfare; Confidentiality; Foster Care; Group Dynamics; \*Policy Formation; \*Social Services

IDENTIFIERS- \*Focus Groups Approach; \*Native Americans

An Indian child welfare agency realized the need for an HIV/AIDS policy when a diabetic child possibly exposed to the HIV virus was placed in one of the agency's licensed foster homes. A focus-group interview process was selected for policy



mathematics students more flexible or intuitive than weaker students in applying proportional reasoning strategies to solve problems? and (3) What is the relationship between a student's general level of reasoning ability (concrete, transitional, or formal) and the strategies used for solving proportional reasoning tasks? Students engaged in proportional reasoning tasks and computational proportional problem solving in their science classes made a general positive gain in Lawson's Classroom Test of Scientific Reasoning scores, although gains for concrete learners were mixed. Explicit teaching of the concept of ratios and student engagement in exploratory studies of the relationships between and among ratios provoked development of proportional reasoning for average students. Students can benefit from experiences from which the cross-multiply-and-divide algorithm can be derived. (Contains 17 references.) (Author/MDH)

ED 367 539

SE 054 004

Csapo, Beno

Math Achievement in Cultural Context: The Case of Hungary.

PUB DATE- Jul 91

NOTE- 9p.; Paper presented at the Biennial Meeting of the International Society for the Study of Behavioral Development (11th, Minneapolis, MN, July 1991).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Academically Gifted; Case Studies; \*Context Effect; \*Cultural Background; \*Cultural Context; Elementary Secondary Education; Foreign Countries; International Education; \*Mathematics Achievement; Mathematics Curriculum; \*Mathematics Education; Performance Factors

IDENTIFIERS- \*Hungary

Several recent experiences suggest that Hungarian students are among the best prepared mathematically in international comparisons of achievement. This paper outlines the cultural background of mathematics learning in Hungary that influences that international standing. Achievement factors in the whole cultural context include: the role of traditions in the development of the Hungarian system, the mathematics curriculum, school work standards, the role of extracurricular activities in selecting gifted students, social and socio-political factors, and the system of dealing with gifted students. (MDH)

ED 367 540

SE 054 017

English, Lyn D.

Children's Construction of Mathematical Knowledge in Solving Novel Isomorphic Problems in Concrete and Written Form.

PUB DATE- 93

NOTE- 61p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Case Studies; \*Cognitive Development; \*Cognitive Style; Constructivism (Learning); Elementary Education; Foreign Countries; Grade 4; Knowledge Level; Learning Processes; \*Learning Strategies; Mathematical Models; Mathematics Achievement; Mathematics Education; \*Problem Solving; \*Word Problems (Mathematics)

Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Autobiographies; \*Blacks; Higher Education;  
\*Individual Development; \*Literacy; Personal Narratives; Rote  
Learning; \*Self Actualization; \*Slavery; \*United States History  
IDENTIFIERS- \*Slave Narratives

Through the narratives of North American slaves a vivid picture of their lives, struggles, hopes, and aspirations emerges. The slave narrative arose as a response to, and a refutation of, claims that blacks could not write. Slave writings were often direct extensions of speech. Through a process of imitation and repetition, the black slave's narrative came to be a communal utterance rather than merely an individual's autobiography. The narrators went to great trouble in learning to read and write. Some whites taught the slaves, some unwittingly, some for their own benefit, and some out of a sense of Christian duty. Blacks who learned to read and write, and the people who taught them, faced stiff punishment. Some slaves were whipped, others killed. The most common penalty was amputation. The hardships of life as a slave made learning nearly impossible. Literacy for the slaves was a means of empowerment, a necessary foundation for cultural action for freedom, and a means of developing critical thinking skills. For the slave narrators, writing was also a vehicle for expressing self-identity, as well as a political demonstration of resistance. Literacy was the key to spiritual, mental, and in some cases, physical freedom. (36)

ED 367 561

SO 023 703

Lorence, James J.

The Ties That Bind: Linkages among Secondary Schools, Two-Year Colleges, and Baccalaureate Institutions.

PUB DATE- Jan 94

NOTE- 11p.; Paper presented at the Annual Meeting of the American Historical Association (San Francisco, CA, January 6-9, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*College Role; \*College School Cooperation; Higher Education; High Schools; \*History Instruction; Multicampus Colleges; \*Secondary Schools; Two Year Colleges

IDENTIFIERS- \*University of Wisconsin System; Wisconsin (Marathon County)

This document discusses the roles of secondary schools, two-year colleges, and the upper level university in the University of Wisconsin System. Because of close ties with the host communities, Wisconsin's two-year institutions are uniquely situated to function as community resources. The paper discusses the advantages of a collaborative relationship between secondary school history faculties and the history departments at the two-year schools. Significant numbers of students are deficient in the essential skills of critical thinking and writing. In an attempt to solve this problem, university historians and secondary school history teachers in Marathon County, Wisconsin, have established a history teaching alliance. As a result of close contact, university professors have been able to encourage a stronger discipline orientation in secondary education and assist pre-collegiate teachers in maintaining their command of the literature, a primary concern. They have been able to promote the concept that history and history instruction must involve critical thinking more than the simple accumulation of a set of disconnected facts. Interaction with high school teachers has helped strengthen the

the United States through Literature Series.  
 PUB DATE- 94  
 NOTE- 149p.  
 LANGUAGE- English  
 EDRS Price- Document Not Available from EDRS.  
 PUB TYPE- Books (010), Reference Materials - Bibliographies (131)  
 DESCRIPTORS- Annotated Bibliographies; \*Childrens Literature;  
 Curriculum Enrichment; Elementary Education; Geography  
 Instruction; Learning Activities; \*Social Studies; \*State  
 History; Supplementary Reading Materials  
 IDENTIFIERS- Illinois; Indiana; Michigan; Minnesota; Ohio;  
 \*United States (Great Lakes Region); Wisconsin  
 This volume consists of an annotated bibliography of children's  
 literature about the states bordering on the Great Lakes. The  
 items are grouped by state, and each listing includes suggested  
 learning activities. The states included are Illinois, Indiana,  
 Michigan, Minnesota, Ohio, and Wisconsin. The 95 literature  
 selections about Illinois focus on notable individuals, the  
 exploration and settlement of the state, and the contrast  
 between rural and metropolitan lifestyles. The section lists a  
 significant body of literature about Abraham Lincoln. Many  
 titles address the significant contributions made by African  
 Americans. Many of the 86 entries for Indiana present the roles  
 in Indiana history of Native Americans, particularly the Miami.  
 Others focus on the Hoosier state's natural resources,  
 geography, culture, and famous citizens. The focus of most of  
 the 89 Michigan selections is on the Great Lakes, reflecting  
 Michigan's unique geographic position and the influence of the  
 lakes on all aspects of Michigan life. The French and the  
 Indian legends, explorers' journals and the settlers' diaries  
 reflect the all important presence of the great waters. The  
 section on Minnesota contains 161 materials reflecting the  
 diversity of the state's geography and cultures. The 120  
 literature selections for Ohio reflect a strong sense of  
 history, and the contributions of prestigious individuals  
 dominate the materials. Wisconsin's 126 entries cover the  
 Northwoods traditions and agricultural heritage better than the  
 state's urban milieu. Historical fiction is more plentiful  
 than contemporary fiction. The book includes indexes of  
 authors, titles, and subjects. (DK)

ED 367 579

SO 023 741

McWhinnie, H. J.  
 Clive Bell, the Doctrine of Significant Form and Visual Arts  
 Communication. (A Review of Sources.)  
 PUB DATE- 87  
 NOTE- 18p.; Paper presented at the Annual History of Art  
 Education Conference (2nd, College Station, PA, October 1989).  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
 (150), Reports - Evaluative/Feasibility (142)  
 DESCRIPTORS- \*Art Appreciation; \*Art Criticism; \*Art Education;  
 Art History; Audience Response; Educational Research; Foreign  
 Countries; Higher Education; Theories  
 IDENTIFIERS- Artistic Style; Artistic Thought; \*Bell (Clive);  
 Bloomsbury Group; Discipline Based Art Education; Formalism;  
 Great Britain  
 This paper reviews some of the recent research relative to the  
 thoughts and writings of the English art critic, Clive Bell,  
 one of the leaders in British art criticism for the first part  
 of the 20th century. Bell's conception of "art as significant  
 form" is considered with specific reference to the following

most important to them when they make instructional decisions. Administration of the MAST questionnaire to 120 preservice teachers and 768 practicing classroom teachers revealed differences among teachers having varying years of experience. Comparison of MAST responses of 87 expert teachers with the responses of experienced nonexpert teachers indicated that expert teachers rated two factors higher than experienced nonexpert teachers: enhancing student understanding and motivation, and compatibility of the instruction to their own philosophy and experience of success. Experienced teachers rated colleague support and external approval from peers, parents, and administrators higher than did expert teachers. The paper concludes that there may be quantitative differences between expert teachers and nonexperts with 15 or more years of experience, and that the MAST questionnaire shows promise in being able to reveal differences among teachers. (Contains 15 references.) (JDB)

ED 367 597

SP 035 008

Taylor, Nancy E.; And Others

Making Connections: Aligning Theory and Field Practice.

PUB DATE- Feb 94

NOTE- 24p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)

(141), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- College Juniors; Conceptual Tempo; Elementary Education; Experiential Learning; Higher Education; Methods Courses; \*Practicums; \*Preservice Teacher Education; \*Program Development; \*Program Effectiveness; \*Student Teaching; Teacher Education Programs; Thematic Approach; \*Theory Practice Relationship

IDENTIFIERS- \*Catholic University of America DC

This paper reports program changes in the junior year internship that were made to bring practice closer to the theoretical goals of the Catholic University of America's teacher education program in Washington, D.C. The changes had the goal of increasing the quality and scope of education students' thinking about education, and they involved restructuring the organization of course work so students could spend a concentrated amount of time in classrooms. Juniors spent 1 day a week in field placement during their first semester. The second semester then consisted of the major methods courses (taught at the field site) and a practicum of 2 mornings a week during the first half of the semester and four consecutive days during the second half of the semester. Students planned and carried out a thematic unit that integrated science, social studies, and reading/language arts. This activity pulled the methods courses and the field experience together. Reflection about practice was encouraged throughout the semester. Data from 13 preservice teachers revealed that the revised program was effective in accomplishing its goals. Students practiced reflection not imitation, found support not isolation, connected theory and activity for transfer, and experienced normatively situated dilemmas instead of only technique. Themes emerging from the evaluation data include: ownership/partnership; risk taking; planning, teaching, and learning; realities; and relationship of changes to larger program goals. (Contains 18 references.) (JDB)

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Objectives; Elementary Secondary Education; \*Experiential Learning; Foundations of Education; Higher Education; \*Preservice Teacher Education; Program Development; Public Service; \*School Community Relationship; \*Social Responsibility; \*Student Development; Student Experience; Teacher Education Programs; Theory Practice Relationship

IDENTIFIERS- \*Mankato State University MN; \*Service Learning

This paper defines service-learning as an individual or group act of good will for a person, group, or community, based on planned educational outcomes. Philosophically, ideas of service-learning emerged in the Progressive Education Movement and later in the philosophy of reconstructionism. A university goal should be development of students' sense both of social responsibility and of what is learned by contributing to society. To attain this goal, the university needs to provide access and motivation. In a legitimate service-learning project, there will be ample opportunity for decision making and problem solving, as well as interpersonal skill building, critical thinking, cooperation, and identification of priorities and values. Serious commitment to service-learning demands that it be regarded not as an add-on course, but as an integral part of institutional thinking. The College of Education at Mankato (Minnesota) State University is developing service-learning in its curriculum. The program will grant four credits to students who serve 40 to 50 hours in an area community agency, attend a weekly class, make site visits to communities practicing service-learning in their schools, and develop recommendations regarding integration of service-learning into teacher preparation. (JDB)

ED 367 616

SP 035 040

Busher, Lisa A.

The Effects of Peer Coaching on Elementary School Teachers.

PUB DATE- Feb 94

NOTE- 17p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Sarasota, FL, February 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Attitude Change; Attitude Measures; Comparative Analysis; Control Groups; Elementary Education; \*Elementary School Teachers; Experimental Groups; Faculty Development; Higher Education; \*Inservice Teacher Education; \*Program Effectiveness; Student Research; \*Teacher Attitudes

IDENTIFIERS- \*Peer Coaching

This study examined the effects of peer coaching on elementary school teachers' professional attitudes and beliefs. Peer coaching programs are nonevaluative and are based on observation of classroom teaching followed by constructive feedback aimed at improving instructional techniques. An experimental group of teachers (n=23) voluntarily receiving peer coaching training was compared with a similar group of teachers (n=26), acting as a control, who did not receive the treatment. Both groups had positive attitudes and beliefs prior to the study. Training included sessions on supportive skills, the art of questioning, teachers' nonverbal communication,

"end of major" assessment with three goals: provide a continuous assessment of the program of studies, determine the quality of program graduates, and serve as a resource for school district personnel in recruitment and hiring. It is believed that effective assessment should include procedures which reflect the student's ability to demonstrate the critical teaching skills of assessment and program development, implementation, and evaluation. Students are introduced to the portfolio assessment process at an orientation meeting, and they meet with their academic advisors at least once each quarter to review the portfolio and receive help with difficulties. A checklist is provided to structure the communication process between the student and advisor concerning portfolio development. Minimum requirements for the portfolio include: research on the student's practicum population and eligibility criteria of all special education students; a comprehensive case study on one student; behavioral studies; an assessment process; an instructional plan; materials modification plan; individualized education program; transition plan; and parent-community involvement plan. Portfolio assessment recommendations are offered based on this university's experience. (Contains approximately 50 references.) (JDD)

ED 367 635

SP 035 075

Seyfarth, John T.; And Others

Assessing Student Performance: Are Our Assumptions Valid?

PUB DATE- Feb 94

NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Accountability; Achievement Tests; Cost Effectiveness; Educational Change; Elementary Secondary Education; \*Evaluation Methods; Parent Attitudes; \*Performance Tests; Standardized Tests; \*Student Evaluation; Teacher Attitudes; \*Test Validity; \*Thinking Skills

Arguments for replacing standardized multiple choice tests with performance assessment that encourages teachers to devote more attention to higher order skills, and thus results in increased student achievement, are based on three assumptions: (1) the teaching profession, key decision makers, and parents will accept performance assessment measures as valid indicators of student achievement; (2) the use of performance assessment for accountability purposes will influence teachers to place more emphasis in their teaching on content that has significance for real-world tasks; and (3) the technical problems associated with developing performance assessments are solvable and the cost (in time and money) of this form of testing can be sustained. This paper examines evidence for the soundness of the three assumptions. The paper concludes that these assumptions may overlook critical facts about how professionals and parents are likely to respond to the introduction of performance assessment measures in schools, and suggests that a number of obstacles are likely to be encountered in the process of reforming assessment practices in schools. (Contains 12 references.) (JDD)

ED 367 636

SP 035 076

DESCRIPTORS- \*Competitive Selection; Economics; \*Educational Innovation; \*Educational Practices; Elementary School Teachers; Elementary Secondary Education; Fine Arts; Foreign Countries; \*Foundation Programs; Geography; Guidelines; \*Intellectual Disciplines; Lesson Plans; Mathematics Instruction; Rewards; Science Instruction; Secondary School Teachers; Second Languages; Teaching Methods; \*Units of Study

IDENTIFIERS- Cooper Foundation; Nebraska State Department of Education

The Cooper Foundation Awards for Excellence in Teaching originated in 1981 to recognize and reward classroom teachers who submit innovative ideas and projects judged most likely to improve teaching and learning in the subject areas of economics, fine arts, foreign languages, geography, global studies, mathematics, and science. Each year the Foundation funds 35 \$1,000 cash awards in the eligible subject areas. This document presents a compilation of the 35 winning projects submitted by K-12 teachers in 1992 in the eligible subject areas. Thirty-five projects are presented in this compilation. Each project includes an abstract, lesson plan, recommended grade levels, time requirements, activities, hand-outs, and support materials. (LL)

ED 367 654

SP 035 102

Askins, Billy E.; And Others  
Collegial Support Teams Replace Teacher Evaluations in a Partnership School.

PUB DATE- Feb 94

NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Achievement; College School Cooperation; \*Collegiality; Elementary Education; Elementary School Teachers; \*Faculty Development; Higher Education; \*Partnerships in Education; Program Design; Program Effectiveness; Program Implementation; \*School Based Management; \*Teacher Evaluation  
IDENTIFIERS- \*Peer Coaching; Texas Education Agency

The Texas Education Agency (TEA) is giving 82 public schools around the state a chance to show what they can do to improve student achievement through reduced state regulation and increased flexibility. The project referred to as the Partnership Schools Initiative teams local school campuses with regional education services and the TEA for a 3-5 year period. Taking advantage of this opportunity, the faculty and administrators of Bean Elementary School in Lubbock decided to experiment with a voluntary professional growth program designed to replace mandated teacher evaluations for most teachers. This program used peer coaching and collegial support teams (CSTs). Twelve CSTs of classroom and support teachers were organized. Each team member was required to develop a teacher professional development contract, which included the teacher's goals for professional growth. At the end of the 1992-93 school year, a formal evaluation of each CST was conducted by the principal. Although the full impact on student achievement is not yet known, the first year of using CSTs for professional growth was very successful as perceived by both teachers and administrators. Some selected references and resources used in planning and operating the program along with samples of teacher professional development contracts are

Pacey, Lucille

Strategic Planning and Open Learning: Turkey Tails and Frogs.

PUB DATE- Nov 92

NOTE- 16p.; Paper presented at the Meeting of the International Council in Distance Education (Bangkok, Thailand, November 1992).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Change Agents; Change Strategies; \*Distance Education; Educational Change; Elementary Secondary Education; Foreign Countries; \*Futures (of Society); Higher Education; Long Range Planning; Open Universities; \*Strategic Planning; Technological Advancement

This paper discusses the principles of strategic planning and how they can be applied in open and distance learning for greater student success. The model selected for discussion is the Applied Strategic Planning Model which proposes nine important steps for strategic planning: planning to plan, values audit, mission formulation, strategic business modeling, performance audit, contingency planning, gap analysis, integrated functional plans, and implementation. The paper argues that the rate and depth of change in the world demands strategic planning for effective, holistic response to complex situations. A further section elaborates on the profound global and educational changes now taking place, changes that are bringing education to the threshold of a different reality. Effective response demands that planners completely rethink their approach to planning and particularly that they abandon linear planning and be open to challenging all assumptions about change. A discussion of technology's impact suggests that traditional institutions may advance beyond distance education in taking advantage of technological improvements. In planning, the factory model where the learner is product will not work. Planning must enable learners and learning. A conclusion urges distance educators and institutions to be awake and responsive to these changes. (Contains 23 references.) (JB)

ED 367 208

HE 027 156

Higher Education: Information on Minority-Targeted Scholarships.

Report to Congressional Requesters.

PUB DATE- Jan 94

NOTE- 99p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Case Studies; \*College Students; Dental Schools; Eligibility; Graduate Study; \*Higher Education; Law Schools; Medical Schools; \*Minority Groups; \*Scholarships; School Holding Power; School Policy; Student Financial Aid; \*Student Recruitment; Undergraduate Study

IDENTIFIERS- \*Minority Scholarships

A research study of the use and perceived value of minority-targeted scholarships (MTS) by undergraduate, graduate, and professional schools is reported in this document. The research used a mail survey of financial aid directors at 300 four-year undergraduate and graduate schools and another survey of 349 dental, law, and medical schools. In addition, case studies were done of the impact of such scholarships on six schools' goals of increasing minority representation. The survey results



university level in the United States. In response to these criticisms, changes in management education are being made primarily in three areas: interdisciplinary approaches, international business, and foreign languages. A comparison of changes being made at two leading business schools (the University of Michigan and the Wharton School at the University of Pennsylvania) is presented. The two schools were found to parallel each other in such areas as enhancement of the global focus, exchange of students and faculty with other educational institutions, team teaching and learning, problem-centered courses, and commitment to continuous innovation and improvement. The University of Michigan was found to be unique in having courses comparing how various countries approach business, and having language programs for students and faculty. The Wharton School was unique in offering the opportunity for students to develop cross-functional majors, using 6-week teaching modules, and having a pre-entry 4-week period for all first-year students. Factors that other institutions might want to consider in determining what changes are appropriate and practicable for them are listed. (JDD)

Ed 367 227

HE 027 192

Gorjanc, Adele A.

One World: Two Spheres. International Majors at William Woods College.

PUB DATE- 10 Mar 93

NOTE- 18p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Business Administration Education; Cultural Awareness; \*Educational Needs; \*Educational Objectives; Faculty Development; Futures (of Society); \*Global Approach; Higher Education; \*International Studies; Liberal Arts; Second Language Learning

IDENTIFIERS- William Woods College MO

A globally responsive education is needed to prepare students to work and live in the 21st century. A combination of knowledge of languages, cultures, and business will enable individuals to successfully work with others and better understand and respect the diversity of world cultures. University education should provide a balance between the transient interests of a particular society and time in history (the professional aspect) and the enduring truths of civilizations (the liberal arts, the humanities). International education must be committed to making all students more knowledgeable about the world and business management as it is practiced in a global context. The only way to accomplish this objective is through a core curriculum or general education requirements that will "touch" every student. Courses in world civilization, American foreign relations, and area studies help students acquire an international perspective which will in turn help them better understand their own country. Minimal proficiency in foreign language and cultures and some basic knowledge in international business should also be required. Students should be encouraged to spend at least a semester abroad. An affiliation should be developed with an institution of higher education in a foreign country, for the exchange of students and faculty. Faculty development is also essential. (Contains 20 references.) (JDD)

approval by voters, in 1992, of \$472 million in bonds which will allow accommodation of about 40,000 more students. The report urges that the following specific tasks be completed by 1996: efforts toward de-bureaucratization and decentralization of both state government and the colleges and universities; state enrollment planning to restructure at a reasonable pace; increased institutional planning; Council of Higher Education advocacy of faculty salaries and development; construction, renovation, and maintenance of instructional and research space; procurement of superior instructional and research equipment; funding for library materials; and provision of adequate student financial aid. The report suggests that funding increases should be targeted toward improving salaries and providing incentives to help institutions extend the reach of current faculty. Tasks to be completed by century's end include changing to a competency model rather than the current "credit-for-contact" model of educational delivery and effective use of technology in classrooms and laboratories. (JB)

ED 367 246

HE 027 213

The Continuum of Education. Response to House Joint Resolution No. 211, Appropriations Act Item 151, House Joint Resolution No. 142.

PUB DATE- 10 Nov 92

NOTE- 54p.; For related documents, see HE 027 210-214.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - General (140)

DESCRIPTORS- Academic Achievement; Advanced Placement Programs; College Preparation; College School Cooperation; Dual Enrollment; \*Educational Legislation; \*Educational Quality; Financial Problems; \*Higher Education; \*High Risk Students; High Schools; \*Quality Control; State Legislation; Student Needs; Student Placement; \*Transitional Programs

IDENTIFIERS- \*Virginia

This combined report examines the obstacles that Virginia students encounter as they move from high school through college and what colleges and universities might do to facilitate their progress. Part 1 of the report responds to House Joint Resolution No. 211, which asks Virginia's Council of Higher Education to study the transition between high school and college. Programs are discussed that are designed to facilitate the transition, including an Advanced Placement Program, the Virginia Community College System's Dual-Enrollment Program, the International Baccalaureate, and dual-credit courses offered by four-year institutions. Part 2 responds to the Appropriations Act Item 151 that asks the Council to examine the feasibility of a 3-year college degree. It concludes that high school seniors who take advantage of the previously described programs can complete the degree in 3 years. Part 3 responds to the House Joint Resolution No. 142 that addresses barriers to college graduation including elements in the student's background, choices students make, non-academic pressures on students, and the role of decreasing institutional resources. Appendices provide the text of House Joint Resolutions 142 and 211, and the Appropriations Act Item 151. (Contains 14 references.) (GLR)

ED 367 247

HE 027 214

The Presidents' Paper--1993.

PUB DATE- 10 Sep 93

NOTE- 8p.; For related documents, see HE 027 210-213.

Breneman, David W.

Liberal Arts Colleges: Thriving, Surviving, or Endangered?

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.

PUB DATE- 94

NOTE- 184p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- \*Economic Factors; \*Educational Finance; Educational Trends; Enrollment; Financial Support; Higher Education; Income; \*Liberal Arts; \*Private Colleges; Student Financial Aid; \*Trend Analysis; Tuition

This book examines the recent and changing financial circumstances of the independent liberal arts college in America through financial and economic analysis and discussion of educational purpose and mission. The work is based on a study of 212 colleges including site visits to 12. Chapter 1 is an introduction. Chapter 2 contains an overview of the financial history of private colleges, examining trends from the mid-1950s through the 1980s. Chapter 3 examines enrollment, tuition, and financial aid and the intricate financial relationship between the official tuition price and the amount of non-endowed financial aid offered. Chapter 4 broadens the financial analysis by comparing sources and uses of funds for 181 of the colleges for fiscal year 1979 and 1989 in order to understand the differential effects of economic forces on these colleges during the 1980s. Chapter 5 discusses the recent experiences and planning activities of 12 colleges visited during 1992. Chapter 6 draws together earlier discussions and highlights and evaluates issues that emerged as critically important. A brief assessment of each of the 12 colleges visited is presented. Appendixes contain a list of colleges in the study, colleges excluded, a description of the data file, a micro-economic model, categories of revenue and expenditure, and administrators interviewed. (Includes an index.) (JB)

ED 367 265

HE 027 239

Twenty-Seventh Annual Rank-Order Distribution of Administrative Salaries Paid, 1993-94.

PUB DATE- Feb 94

NOTE- 106p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- \*Administrators; \*College Administration; Comparative Analysis; Compensation (Remuneration); Higher Education; \*Salaries; \*Salary Wage Differentials; State Universities; Statistical Data; Surveys

IDENTIFIERS- \*Arkansas

This study presents comparative data collected from 85 state-supported universities or university systems in 45 states, and 35 university systems representing 28 states on the administrative salaries they paid in 1993-94. The salaries are presented in rank-order (from highest to lowest) to facilitate comparisons of a particular position's salary with the same position at other universities. Salaries are reported only for full-time administrators. The study includes officers whose responsibilities and functions range from that of the director of a single office to the university president. Statistical data, comprising nearly the entire report, are divided into

PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- \*Attitudes; Comparative Analysis; Data Analysis;  
\*Decision Making; Educational Finance; Educational Policy;  
\*Federal Aid; Higher Education; \*Loan Repayment; Paying for  
College; Student Characteristics; \*Student Financial Aid;  
\*Student Loan Programs  
IDENTIFIERS- Guaranteed Student Loan Program; Stafford Student  
Loan Program

This summary report presents major findings of a study comparing repayment of student loans and the impact of educational debt on students' life decisions in 1985 and 1991. A survey was sent to a random sample of approximately 3,000 borrowers during repayment of their student loans in both 1985 and 1991. Useable surveys were received from 628 borrowers in 1985 and 551 in 1991. Small samples of defaulters were also contacted. Among findings were: 70 percent of 1991 respondents said loans were essential for their enrollment in college; average debt increased by 50 percent between 1985 and 1991; average annual loan repayment as a percentage of income increased from 5.4 percent to 6.3 percent for undergraduates and from 6 percent to 11.3 percent for those who borrowed as graduate students. The report addresses the following issues: increases in loan debt, amount of annual payments, growth in income, trends in debt service as a percent of income, other loan programs reported by Stafford borrowers, borrower debt and demographics, degree to which debt affected borrowers, borrower debt and income by highest degree obtained, income and payments by debt levels, and loan program variables at the time of borrowing. Also included are a brief history of federal student loans, respondents' comments suggesting program changes, and sources of loan information. Summary tables provide additional detail. (DB)

ED 367 285 IR 016 540

Mowe, Richard  
Evaluating Technology Integration in the Elementary School: A  
Site-Based Approach.  
PUB DATE- 93  
NOTE- 55p.; For 1990 edition, see ED 323 994. Cover title varies.  
LANGUAGE- English  
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Computer Assisted Instruction; Computer Graphics;  
Computer Software; Courseware; Databases; Desktop Publishing;  
\*Educational Technology; Elementary Education; \*Evaluation  
Methods; \*Formative Evaluation; Integrated Curriculum;  
Microcomputers; \*Program Evaluation; Programming;  
Questionnaires; Spreadsheets; Telecommunications; Word  
Processing

This book enables educators at the elementary level to conduct formative evaluations of their technology programs in minimum time. Most of the technology is computer related, including word processing, graphics, desktop publishing, spreadsheets, databases, instructional software, programming, and telecommunications. The design of the book is aimed at evaluating the use of technology as it is integrated into other standard curricular areas, such as math or language arts, but the focus is on technology goals rather than curriculum goals. The book is divided into five chapters. The first provides an overview of technology and program evaluation. The second

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - General (020), Books (010)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Simulation;  
\*Educational Research; Foreign Countries; Hypermedia;  
\*Instructional Development; Instructional Effectiveness;  
\*Multimedia Instruction; \*Research and Development;  
\*Visualization; Visual Learning

IDENTIFIERS- \*Multimedia Materials; Twente University of  
Technology (Netherlands)

This report reflects research and development on visualization and the use of multimedia carried out at the Department of Applied Education, Division of Instrumental Science and Technology of the University of Twente (Netherlands) and the Andersen Consulting Educational Computing Consortium, also at the University of Twente. The report contains 11 papers organized into three main sections: (1) "Concepts in Instructional Visualisation" includes "Visualisation and Effective Instruction" (Jef Moonen), "Principles and R&D Aspects in Instructional Visualisation" (Ivan Stanchev), "Human Factors and Multi Media Design" (Lex Bergers), "Conceptual Metaphors for the Visualisation in Interactive Learning" (Piet Kommers), and "Functions and Design of Video Components in Multi-Media Applications: A Review" (Plon W. Verhagen); (2) "Design and Development of Multi Media Applications" includes "Designing Multimedia Applications" (Maud van den Meiracker), "Multimedia Development Tools" (Jan Schoenmaker and Erik Nienhuis), "Putting Multimedia into Practice" (Mark Vegting), and "Adaptable Educational Computer Simulations" (Willeem Jaap Zwart, Albert F. J. Rhemrev, and Andre M. Berloth); and (3) "Multi Media Technology" includes "A Look at Multimedia" (Jan Evers) and "QuickTime" (Jacob Sikken). Conclusions are drawn by Ivan Stanchev and Jan Schoenmaker. Most of the papers contain references. (TMK)

ED 367 306

IR 016 581

Richey, Rita

Designing Instruction for the Adult Learner: Systematic Training  
Theory and Practice.

PUB DATE- 92

NOTE- 246p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For

Practitioners) - Non-Classroom Use (For Administrative and  
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-  
Classroom situations) (055)

DESCRIPTORS- \*Adult Learning; Adults; \*Industrial Training;  
\*Instructional Design; Instructional Development; Instructional  
Improvement; \*Instructional Innovation; \*Instructional Systems;  
Job Training; Learning Processes; Learning Strategies; Lifelong  
Learning; Organizational Climate; Student Attitudes; Student  
Characteristics; Teaching Models; \*Training Methods; Transfer  
of Training; Work Environment

IDENTIFIERS- Ford Motor Company

Instructional design as a discipline is currently experiencing rapid expansion on a variety of fronts: theoretical, technological, philosophical, and in the spheres of practice. This book is about changing design theory and practice to meet the challenges of this growth in the particular area of adult learning. The six chapters address the following topics: (1) the rationale for a new approach to instructional design; (2) an overview of this new approach, the Systematic Training

Zsiray, Stephen W., Jr.

Global Connections through Electronic Mail Networks.

PUB DATE- 7 Nov 93

NOTE- 14p.; Paper presented at the Annual Conference of the National Middle School Association (20th, Portland, OR, November 4-7, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Computer Assisted Instruction; \*Computer Networks; \*Curriculum Development; \*Electronic Mail; Elementary Secondary Education; Information Dissemination; Information Networks; \*Information Technology; Online Systems

IDENTIFIERS- Internet

This paper provides an overview of electronic mail (e-mail) systems and identifies curricular applications of common systems available to educators. Highlights include an outline of selected e-mail services; a description of hardware and software needed to use e-mail; an introduction to the Internet; a look at how e-mail systems help students; and some curriculum applications, including mathematics, language arts, science, social studies, foreign languages, and desktop publishing. (Contains 12 references.) (JLB)

ED 367 326

IR 054 857

Ives, Jean E.

Historical Development of the "Insurance Periodicals Index" by the Insurance Division of the Special Libraries Association.

PUB DATE- May 93

NOTE- 46p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- \*Bibliographic Databases; Evaluation Criteria; Evaluation Methods; \*Indexes; \*Indexing; \*Insurance Companies; Library Associations; Online Systems; \*Periodicals; Special Libraries; Subject Index Terms

IDENTIFIERS- \*Database Development; Historical Background; \*Insurance Periodicals Index; Special Libraries Association

The Insurance Division of the Special Libraries Association began an index to insurance magazines, the "Insurance Periodicals Index" (IPI), in 1962. This study examines its historical development. The index was published monthly in an insurance trade journal and then cumulated into an annual edition. Part of the background for its development included the reduction in number of insurance periodicals which were indexed in H. W. Wilson Company publications. Only four insurance periodicals were indexed in the "Business Periodicals Index" during the late 1950s and 1960s. Choice of the vocabulary (subject headings) to be used in indexing was the major problem faced in developing the index, because insurance terminology was not standardized. The Insurance and Employee Benefits Division joined with NELS Publishing Company in the early 1980s to produce an online, as well as printed, index. The early IPI is compared with the indexes produced since the 1983 development of an automated insurance periodicals database; both sets of indexes are evaluated on their content and physical properties. The IPI has from its beginnings been a bibliographic tool for

table of the number of unique statements by category and code; and (3) a data matrix prepared so that categories and coded themes for each library may be examined. Included in the appendices are the text of the Americans with Disabilities Act; attitudinal barriers toward people with disabilities; and the interview guide. (Contains 48 references.) (Author/JLB)

ED 367 348

IR 054 881

Locker, Linda S.

The Young Adult Book Review Media: An Evaluation.

PUB DATE- Nov 93

NOTE- 83p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adolescent Literature; Adolescents; \*Book Reviews;

\*Learning Resources Centers; \*Library Collection Development;

\*Library Material Selection; Literature Reviews; School

Libraries; Secondary Education

IDENTIFIERS- Horn Book Magazine; \*Library Journals; School

Library Journal; \*Selection Tools

This study examines eight reviewing tools which include reviews for young adult (YA) books. The following journals are examined to determine scope, coverage, analysis of content, and reviewing policies: "Booklist," "School Library Journal," "Horn Book Magazine," "Wilson Library Bulletin," "Voice of Youth Advocates," "Book Report," "Kliatt Young Adult Paperback Book Guide," and "ALAN Review." The total population of YA reviews during 1992 was also examined to determine the degree of duplication across the journals; to find in which journal the first review of a given title occurred; and to characterize the reviews by the amount of descriptive and evaluative content in each review. The results show that "Booklist" and "School Library Journal" provide the most comprehensive coverage of young adult literature reviews; however, the YA focus journals also contribute unique and valuable coverage for this field and should be utilized in the selection process. The evaluation sheets used in the study and a list of the American Library Association's Best Books for Young Adults for 1993 are included in the appendices. (Contains 16 references.) (Author/JLB)

ED 367 349

IR 054 897

Smith, Ted J.

A 1990 Survey of Bookmobile Operations within the State of Ohio.

PUB DATE- 90

NOTE- 44p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accessibility (for Disabled); \*Bookmobiles; Budgets;

Library Catalogs; Library Collections; Library Personnel;

\*Library Services; Library Surveys; Questionnaires; Reference

Services; State Surveys

IDENTIFIERS- \*Ohio

This study profiles bookmobile libraries operating within the state of Ohio. Details of the services offered to the public by these libraries were gathered through a questionnaire soliciting information about individual programs. The questionnaire was completed by 35 librarians in Ohio--in each case, the librarian most responsible for the day-to-day

Libraries Information Network) significantly differs. Past stereotypes reflected the fact that OCLC traditionally emphasized increasing the size of the database, while RLIN ascribed top priority to cataloging quality. The literature is mixed regarding whether significant differences do exist. Focusing on Russian name headings, this project investigates whether the quality of member-contributed cataloging in this Slavic area does significantly differ on OCLC and RLIN. The study draws member-contributed records containing Russian name headings from both the OCLC and RLIN databases and compares the name headings with respect to correct transliteration, punctuation, and tagging, as well as conformance to AACR2 (Anglo American Cataloging Rules 2) and Library of Congress rule interpretations. (Contains 12 references.) (Author/JLB)

ED 367 371

IR 054 919

Risner, Kevin R.  
Seeking Assistance at the Reference Desk: A Study To Determine Gender Bias.

PUB DATE- Nov 90

NOTE- 40p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- College Libraries; Higher Education; \*Librarians; \*Reference Services; \*Sex Bias; Sex Differences; Sex Stereotypes; Users (Information)

IDENTIFIERS- Kent State University OH

For many library patrons, the reference desk is the logical place to begin research on a topic. The purpose of this study is to determine if patrons, given a choice of either a male or a female librarian to approach, have a gender bias when seeking information at the reference desk. A total of 100 library users were unobtrusively observed in the Kent State University Library to determine if they exhibit a gender bias when seeking assistance. During the course of this study, library users were confronted with a choice of both a male or female librarian to approach at the reference desk. The sex of the patron as well as the sex of the librarian were recorded and presented in tabular form. This study found no evidence of gender bias among library patrons seeking assistance at the reference desk. The tally instrument is included in the appendix. (Contains 23 references.) (Author/JLB)

ED 367 372

IR 054 920

Weber, Anita M.  
Slow Fires in the Stacks: Theses and Dissertations, A Preservation Survey.

PUB DATE- Dec 90

NOTE- 60p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; \*Archives; \*Doctoral Dissertations; Higher Education; \*Library Collections; Library Standards; \*Preservation; Questionnaires; School Surveys  
IDENTIFIERS- Kent State University OH; \*Library Materials Conservation

This paper examines attitudes toward and practices concerning preparation and storage of archival copies of dissertations at



schedules; and (7) advisors agreed that effective advisement is significant for the retention and academic success of students. The survey instrument and responses to open-ended questions are attached. (MAB)

ED 367 391

JC 940 143

Hatton, Michael; Heneault, Kathryn  
(R)evolution in Financial Services Education.  
PUB DATE- Feb 94

NOTE- 10p.; Paper presented at the Annual Meeting of the League for Innovation in the Community College (2nd, New Orleans, LA, January 30-February 2, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Opinions/Personal Viewpoints/Position Papers/Essays  
(120), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Banking; \*Business Education; Community Colleges;  
\*Cooperative Programs; Educational Demand; Education Work  
Relationship; Finance Occupations; \*Financial Services; Foreign  
Countries; Futures (of Society); Needs Assessment; Program  
Descriptions; Program Development; \*Program Implementation;  
\*School Business Relationship; Two Year Colleges

IDENTIFIERS- \*Canada

Canadian financial services organizations, and retail banking in particular, are changing rapidly due to the spiraling costs of labor, the influence of computers, and global competition. These changes are especially affecting bank tellers, who will need new skills to adapt to the changing workplace. To develop a timely and relevant training program that could be offered on a national basis, a partnership was formed between the Institute of Canadian Bankers; Humber College (HC), in Ontario; Douglas College (DC), in Vancouver (British Columbia); and College Bois-de-Boulogne (CBB), in Montreal (Quebec). The first phase of the project involved an extensive needs assessment to determine the skills and attributes that would be required by the banking industry. The related attributes were then pulled together into nine course modules, and course materials were developed. The program was implemented at HC in September 1992, enrolling two sections amounting to 60 students. The nine courses are structured into a two-year business program, which includes general education and English courses. At DC, the program also began in September 1992, and 10 of the 11 courses required were business courses. Also, many of the courses in the DC program are transfer courses which may be applied to a four-year degree. Finally, the financial services program at CBB was modified to reflect differences in Quebec's educational system. The program was blended with the three-year technical "stream" that students can choose after completing Grade 10 in the province. (BCY)

ED 367 392

JC 940 144

Johnson, Randall G.

A Study in Predicting English Grades for First-Time-in-College Students Using the Career Planning Program (CPP) and Multiple Assessment and Program Services (MAPS) Reading and Language Scores, Age, Gender, and Race.

PUB DATE- 92

NOTE- 86p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

degree-granting institution. Specific requirements were also developed for associate in arts and associate in science degrees. The recommendations were circulated across the province and gained support from the Council and the government. In July 1992, the legislation was passed that currently enables the colleges to offer associate degrees. The availability of the degrees has implications for promotion, college planning, university entrance requirements, grade point average requirements, and the number of degree-granting institutions. Future considerations include the need to create associate degrees for university programs, the possibility of creating an associate of general studies degree, and the desirability of extending the degree concept to career programs. (AC)

ED 367 409

JC 940 174

Eaton, Judith S.  
Strengthening Collegiate Education in Community Colleges.  
PUB DATE- 94  
NOTE- 202p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position  
Papers/Essays (120)

DESCRIPTORS- Academic Education; College Curriculum; \*College  
Role; \*Community Colleges; \*Curriculum Development; Curriculum  
Problems; \*Educational Assessment; Educational History;  
Organizational Development; Organizational Objectives;  
\*Transfer Programs; Two Year Colleges

Designed as a call to community college faculty, administrators, and trustees to make a major investment in the collegiate function of their institutions, this book attempts to provide a strong conceptual foundation for vigorous renewal of the collegiate community college. Chapter 1 provides an overview of the community college as a collegiate institution, using a four-part definition of "collegiate." Chapter 2 describes the history of the educational role of the community college as it evolved from the junior college of the early 20th century. Chapter 3 examines the contemporary context of the community college--the competing visions of its proponents and critics. Chapter 4 looks at the current state of the collegiate function by examining curricula and enrollments and by exploring the attitudes of community college presidents. Chapter 5 discusses the key arguments against placing a primary emphasis on the collegiate purpose and reviews the implications of accepting these arguments for the community college. Chapter 6 makes the case for the collegiate community college, describing the collegiate function, exploring its impact on comprehensiveness, and showing the gains that may be realized. Chapter 7 goes on to detail the actions that can be taken to strengthen the collegiate purpose at the institutional level, looking at curriculum, access, the associate degree, and general education. Going beyond the campus, it also examines structural changes in the role of the community college, precollege education, and the relationship between two- and four-year colleges. Chapter 8 places the discussion of collegiate purpose in the broader context of the nation's commitment to access to higher education. (AC)

ED 367 410

JC 940 175

Cohen, Arthur M., Ed.; Brawer, Florence B., Ed.  
Managing Community Colleges: A Handbook for Effective Practice.

conducted a survey of 1,042 community colleges to determine the extent and nature of their involvement in workforce training programs, the types of companies served, funding mechanisms, and perceived obstacles to providing effective training. Study findings, based on a 73.2% response rate, included the following: (1) of the 96% of respondents who indicated that they provided workforce training, almost all customized programs to meet the needs of local employers; (2) the majority of the workforce training programs operated on a modest scale; (3) the companies served were most likely to be small or medium-sized, with less than 500 employees; (4) 39.2% of the participating employers were involved in manufacturing; (5) job-specific technical training and computer-related training were the most commonly provided services; (6) training locations were evenly divided between on- and off-campus sites; (7) over 90% of the responding colleges coordinated workforce training programs under continuing education or community services divisions; (8) training programs were supported by employer-paid contracts, college funds, tuition, or state and federal resources; (9) 85% of the respondents perceived that they were meeting employer needs effectively; and (10) the most cited obstacles to effective training were inadequate training budgets, employer inability to afford training, difficulty in being recognized as training providers, and lack of experienced trainers. The survey results suggest that community colleges are providing effective workforce training, though on a limited scale; that resource constraints are the principle obstacle to expanding this scale; and that college and business leaders must work to spur private investment in community college training programs. (ECC)

ED 367 426

JC 940 199

Boone, Edgar J.; Vaughan, George B.  
Positioning the Community College for Community Leadership.  
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- Mar 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal  
Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; \*Community Leaders; \*Cooperative  
Planning; Environmental Scanning; Institutional Cooperation;  
Leadership Responsibility; Participative Decision Making;  
Program Evaluation; School Business Relationship; \*School  
Community Relationship; \*Shared Resources and Services; Two  
Year Colleges

The Academy for Community College Leadership Advancement, Innovation, and Modeling (ACCLAIM) at North Carolina State University is working with state community college systems in Maryland, North Carolina, South Carolina, and Virginia to develop and implement a process that positions the community college to play a major role in resolving community issues. In the ACCLAIM model, community colleges are seen as a moving force in promoting greater collaboration among community-based organizations, formal and informal leaders, and citizens in seeking resolution to major and complex issues. The model consists of a series of tasks: (1) the community college critically examines its mission, philosophy, goals, and structure to assess its readiness to assume the role of a community-based institution; (2) the college increases its knowledge of the social, cultural, economic, and political environments of its service area; (3) the college then

\*Parent School Relationship; Parent Student Relationship;  
Parent Teacher Cooperation; Preschool Education; Public  
Housing; Questionnaires; \*Resource Centers; \*Self Esteem  
IDENTIFIERS- Parent Resources; Project Head Start

A practicum was developed to improve the involvement of minority parents and low-income families in the education of their children. Subjects were 30 parents and 17 teachers and staff. A parent resource center was organized at a Head Start site in a public housing community where parents attended workshops and were provided with school and community resources. Workshops designed to build self-confidence were held for parents. Topics covered included understanding child development and helping children with homework. Parents participated in language enrichment activities and reviewed and completed materials printed by the school district. Handbooks were developed for parents and for the teachers and school staff. Results of the practicum indicated that the organization of a parent resource center in the public housing community helped parents build self-confidence in their ability to gain access to school and community resources. Findings indicated that about half of the parents initiated at least two contacts with their child's teacher, and half of the teachers actively sought parent participation in school activities. Appendixes contain questionnaires administered to the parents and teachers. (Contains 26 references.) (SM)

ED 367 445

PS 021 946

Webb, Kelli; And Others

A Guide to Resources on Advocacy: Facts, Strategies, and Information.

PUB DATE- Dec 92

NOTE- 51p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055); Reference Materials - Bibliographies (131); Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- Child Abuse; \*Child Advocacy; Child Welfare; \*Community Information Services; Early Childhood Education; Elementary Secondary Education; \*Lobbying; \*Mass Media Use; Resource Materials; Youth Problems

IDENTIFIERS- \*Indiana

This resource guide includes information to help advocates for children be more effective, whether they work at education and research or in direct action with media and legislators. The guide begins with a one-page description of the Indiana Youth Institute (IYI), listing the kinds of youth-related research materials and services it provides. The section titled "Facts" is a three-page listing of various statistics on social problems affecting families, children, and youth in Indiana. The "Strategies" section lists 60 ways to be an advocate; gives advice on how to use mass media; offers pointers on coalition-building; and tells how to work with elected officials and how to find out about federal and state rules for lobbying for nonprofit organizations. The "Information" section lists addresses and phone numbers of statewide child advocacy organizations according to focus (General, Abuse, Diversity, Economics, Education, Employment, Families, Health, Legal and Juvenile Justice, Religion). The section also provides a 22-item bibliography of books on youth advocacy, a list of 7 periodicals, and 1 audiovisual resource about the Indiana State

adults. The school environment needs to be a welcoming, supportive, and secure place. The curriculum to achieve such goals would be characterized by the active and cooperative involvement of learners and would use integrated and interdisciplinary themes. Ways that educators can increase parental involvement in the schools are presented and various ideas to think about are outlined. The paper concludes by noting the importance of dealing with the whole child, by addressing social-emotional development as well as intellectual development. (TJQ)

ED 367 463

PS 022 083

Burton, Holly A.; And Others  
Maternal Representation of the Mother-Child Relationship as  
Related to Mother-Child Attachment.

PUB DATE- 89

NOTE- 27p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- \*Attachment Behavior; Individual Differences;

\*Infants; \*Mother Attitudes; \*Mothers; \*Parent Child

Relationship; Reliability; \*Satisfaction; Security (Psychology)

IDENTIFIERS- Ainsworth Strange Situation Procedure; Maternal Self  
Concept

This study examined mothers' conceptualizations of their relationships with their children in relation to the quality of their attachment with them. In a brief interview, 58 mothers were asked about their satisfaction with their relationship with their child and with a non-attachment topic (division of household chores). Mother-child attachment was assessed using the Ainsworth Strange Situation Procedure. Results indicated that mothers in secure attachment relationships with their children were rated more truthful, consistent, realistic, complete, clear in terms of meaning, and clear in terms of discourse as they discussed their satisfaction within the mother-child relationship than were mothers in insecure attachment relationships with their children. Significant differences were also found between mothers in anxious-avoidant and anxious-resistant attachment relationships with their children. As expected, no differences in coherency were found between the same mothers in their response to the non-attachment question. (Author/MDM)

ED 367 464

PS 022 089

Sumner, Deborah, Ed.  
Multiage Classrooms: The Ungrading of America's Schools. The  
Multiage Resource Book.

PUB DATE- 93

NOTE- 212p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For  
Practitioners) - Non-Classroom Use (For Administrative and  
Support Staff, and for Teachers, Parents, Clergy, etc. in Non-  
Classroom situations) (055)

DESCRIPTORS- \*Class Organization; Classroom Techniques;

\*Continuous Progress Plan; \*Cooperative Learning; Early

Childhood Education; Elementary Education; \*Nongraded

Instructional Grouping; \*Nontraditional Education; Program

Descriptions; Resource Materials; \*Teaching Methods

IDENTIFIERS- Developmentally Appropriate Programs; Journal

This study was conducted to assess the current status of African-American leadership in early childhood education, explore the reasons for underrepresentation, and identify strategies to increase African-American participation as leaders in the field. Through a literature review, existing survey data, and personal interviews, it was found that a lack of college degrees and financial resources for higher education prevent a substantial proportion of African Americans from advancing from assistant teacher to teacher or director and beyond. Also, subtle forms of racism interfere with the career development of African Americans, including the careers of those who have earned advanced degrees and become early childhood leaders. The NBCEI recommends that: (1) more data be collected on all leaders in early childhood education; (2) there be increased opportunities for personnel already in the field; and (3) a consortium of teacher training institutions that specialize in early childhood education be established to better coordinate existing efforts and develop new strategies for diversifying the field at the leadership level. (MDH)

ED 367 483

PS 022 138

Larner, Mary, Ed.; And Others

Fair Start for Children: Lessons Learned from Seven Demonstration Projects.

PUB DATE- 92

NOTE- 269p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Collected Works - General (D20), Books (010)

DESCRIPTORS- \*Child Health; Child Welfare; Early Childhood Education; Early Intervention; \*Infant Mortality; \*Infants; \*Low Income Groups; \*Mothers; Outreach Programs; Parent Education; \*Prenatal Care; Program Descriptions; Program Evaluation

IDENTIFIERS- Child Survival; \*Child Survival Fair Start

In the early 1980s, the Ford Foundation launched a grants program called Child Survival/A Fair Start for Children (CS/FS) that addressed issues related to birth and infant health and development among families that were poor and underserved by traditional human services. This book reports on each of seven CS/FS projects, describing the concerns and living conditions of the families served; the project objectives, curriculum, and staff; the methods and findings of project evaluation; and the program elements continued in the community after the initial funding ended. It also provides a cross-project view of the process of program implementation, the costs of the services, and the overall effectiveness of the program. The 12 chapters are: (1) "The Fair Start Study: An Overview" (Mary Larner and others); (2) "The Maternal Infant Health Outreach Worker Project: Appalachian Communities Help Their Own" (Barbara Clinton); (3) "The Fair Start Program: Outreach to Migrant Farmworker Families" (Carol Winters-Smith, Mary Larner); (4) "CEDEN's Parent-Child Program: A Fair Start for Mexican-Origin Children in Texas" (Martin Arcocena and others); (5) "The Rural Alabama Pregnancy and Infant Health Project: A Rural Clinic Reaches Out" (M. Christine Nagy and others); (6) "The Haitian Perinatal Intervention Project: Bridge to a New Culture" (Susan Widmayer); (7) "The Adolescent Parents Project: Sharing the Transition" (Shelby Miller); (8) "New York's Child Survival Project: A Medical Center Serves Its Neighborhood" (Judith E. Jones, Jacqueline Williams-Kaye); (9) "Issues of Program Design and Implementation" (Robert Halpern); (10) "Program Operations:

Heat; \*Nutrition  
IDENTIFIERS- Food Deterioration; Food Preparation; \*Food Processing; \*Food Storage

This booklet examines the principles of food preservation, food preservation techniques, and nutrition-related consequences of food processing. All foodstuffs in their natural state will deteriorate and become unfit for human consumption due to internal factors, such as enzyme activity, or external factors, such as insects, rodents, and microorganisms. Food preservation techniques have relied on: (1) a reduction of water activity through drying and smoking; (2) a modification of the acidic level, through fermentation or the addition of an acid; (3) heat, through blanching, heat sterilization, and pasteurization; and (4) cold, through refrigeration and freezing. Various techniques for the preparation, storage, and conditioning of food, as well as the nutrition-related consequences of food processing, such as vitamin, mineral, and protein loss, are examined in detail. (MDM)

ED 367 503

PS 022 194

Plested, Dawn  
Health and Safety in Early Childhood Centres. AECA Resource Book Series, No. 3.

PUB DATE- Sep 93

NOTE- 19p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Child Health; \*Day Care Centers; Early Childhood Education; Foreign Countries; \*Safety Education; School Policy; \*School Safety; Staff Role

IDENTIFIERS- Australia

This guide is designed to provide practical support and information about health and safety to workers in all early childhood settings. The booklet outlines the main attributes of a safe early childhood center, and then covers the following specific topics: (1) health care; (2) self-esteem; (3) immunizations; (4) nutrition; (5) medical and safety record keeping (for individual children, staff, and the center as a whole); (6) center policies and procedures on infectious diseases and illnesses; (7) infection control and prevention; (8) toy safety; (9) hazardous materials and conditions; (10) playground safety; (11) appropriate clothing; and (12) field trips. (MDM)

ED 367 504

PS 022 196

Sensory Systems of Infants.

PUB DATE- Nov 93

NOTE- 37p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Book Reviews; \*Infants; \*Physical Activities; \*Physiology; \*Sensory Experience; \*Toddlers

IDENTIFIERS- Body Awareness; Interoception; \*Massages; Taste Discrimination; \*Taste Preference

This newsletter contains six articles: (1) "Early Flavor Experiences: When Do They Start?" Julie A. Mennella and Gary K. Beauchamp; (2) "Infant Massage" (Tiffany Field); (3) "The

development because this method appeared to parallel the Native American cultural approach toward consensus and decision making. Objectives of the project were: (1) to complete and present an HIV/AIDS policy draft to the board of directors and executive director; and (2) to document a positive change of 20 percent in the aggregate score for AIDS/HIV knowledge and attitudes among focus-group participants. Focus-group participants included agency employees, foster and adoptive parents, and other human-services representatives working with agency clients. All participants were either of Native American descent or working within the Native American community. Prior to the focus-group meetings, participants completed an HIV/AIDS knowledge and attitude questionnaire and received an information packet. After results of the focus-group meetings were compiled, comparative analysis of group recommendations and other available HIV/AIDS policies revealed that focus-group recommendations were similar to an existing policy that could be modified for the agency's purposes. Post-questionnaire results showed that the objective of a 20 percent improvement in scores was not attained. Appendices include the HIV/AIDS questionnaire, survey results, and other materials cited in the practicum report. (KS)

ED 367 523

RC 019 519

Street, Richard Steven; Orozco, Samuel  
Organizing for Our Lives: New Voices from Rural Communities.  
PUB DATE- 92

NOTE- 115p.; Foreword by Cesar Chavez.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Opinions/Personal Viewpoints/Position  
Papers/Essays (120), Reports - Descriptive (Program/Project  
Descriptions) (141)

DESCRIPTORS- \*Activism; \*Advocacy; Agricultural Laborers;  
\*Community Action; Disadvantaged; Housing; \*Immigrants; Mexican  
Americans; Migrant Education; \*Migrant Workers; Minority  
Groups; Parent Participation; Personal Narratives; Poverty;  
\*Rural Areas; Social Change

IDENTIFIERS- \*California

Since the late 1970s, California's rural poor (frequently immigrants and refugees) have been engaged in grassroots efforts to change the cultural and political landscapes of their communities. Told in the words of rural people, this book presents six stories of struggle and empowerment. In Yuba City, Latino and East Indian farmworkers felt that their children's educational needs were not being met. They formed the Migrant Parents Advisory Committee, a multicultural trilingual advocacy group that has shaped migrant school programs, lobbied successfully for additional bilingual counselors and a Latina principal, worked with the school district to open a preschool, and gone into classrooms to teach Latino and Punjabi history and culture. Other stories are about: (1) farmworkers, farmers, and environmentalists forming a coalition to fight a toxic waste incinerator in Kettleman City; (2) a Mexican-American women's group in the Coachella Valley addressing the needs of campesinas and their families by disseminating health-education information, lobbying school boards, working to curb domestic violence, and participating in political campaigns; (3) Hmong refugees building a new community through their art and farming skills; (4) farmworker families organizing a cooperative housing community in Soledad; and (5) Mexican and Central American farmworkers struggling to rise above the poverty of shanty towns in the canyons of San Diego County. This document



IDENTIFIERS- \*Analogical Reasoning; Australia (Brisbane);  
\*Combinatorics; Hands On Experience; Representations  
(Mathematics)

The focus of this report is children's construction and analogical transfer of mathematical knowledge during novel problem solving, as reflected in their strategies for dealing with isomorphic combinatorial problems presented in "hands-on" and written form. Case studies of 9-year-olds, one low and one high achieving in school mathematics, serve to illustrate a general progression through three identified stages of strategy construction (non-planning stage, transitional stage, and odometer stage). The important role of domain-general strategies in this development is highlighted. It was found that achievement level in school mathematics does not predict children's attainment of the third stage, as evidenced by the low-achieving student's construction of sophisticated combinatorial knowledge and the high-achieving student's failure to do so. Children's ability to recognize structural correspondence between two isomorphic problem sets and the extent to which this facilitates problem solution are also reported. The study concludes that: (1) Children can construct important mathematical ideas through solving novel problems; (2) Level of achievement in school mathematics is not a reliable predictor of ability to solve novel problems; (3) Bright students' ability to generate ideas for themselves can be inhibited by formal mathematical rules; and (4) Assessment of students' mathematical competence must include a range of novel problems. (Contains 72 references.) (MDH)

ED 367 541

SE 054 031

Global ReLeaf. World Forests: Striking a Balance between Conservation and Development. A Classroom Guide.

PUB DATE- 93

NOTE- 85p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Citizenship Education; \*Conservation (Environment);  
Cooperative Learning; \*Ecology; \*Economic Development;  
Elementary Secondary Education; \*Enrichment Activities;  
Environmental Education; Forestry; Learning Activities; Role  
Playing; Teaching Guides

IDENTIFIERS- Africa; Asia; Environmental Issues; Latin America;  
\*Sustainable Development; \*Tropical Rain Forests

An informed citizenry is capable of making decisions about economic development that have a potentially positive impact on the environment. This classroom guide is about tropical forests and development in three major regions of the world: Africa, Asia, and Latin America. The resources and activities are organized into three parts. The first section gives the teachers and students basic definitions of forest types, identifies world forest regions, and gives a summary of important development issues in the three regions. Issues discussed include the importance of education about development and the environment, the concept of sustainable development, and the importance of rain forests. The second section is a set of lessons containing 20 activities that present 3 principles for sustainable development: interrelationships and interdependence; stability and change; and human responsibility. The concept, objectives, related subjects, materials, time, background information, and procedures are provided for each activity. The third section contains

content, course materials, and standards introduced in the feeder institutions, while it has improved the understanding of the techniques employed by pre-collegiate teachers in the preparation of students for the university. The role of the history instructors at the two-year institutions also must be to prepare students to go on to advanced level history studies. Professors at four-year campuses need to recognize the connective relationship between general education and the major. (DK)

ED 367 562

SO 023 704

Barton, Keith C.

History Is More than Story: Expanding the Boundaries of Elementary Learning.

PUB DATE- Nov 93

NOTE- 19p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Educational Research; \*Elementary School Curriculum; Grade 5; Historiography; \*History; \*History Instruction; Intermediate Grades; \*Perspective Taking; \*Primary Sources; \*Social Studies

Because students should not only know stories about the past, but also understand the interpretive nature of historians' work, this study sought to discover whether instruction can develop elementary students' ability to engage in some aspects of historical interpretation. The study focused on fifth grade students. The research consisted of direct observation of classroom instruction over the course of a 5-week unit, informal conversations with teacher and students, analysis of 24 student compositions produced during instruction, and 4 open ended interviews with focus groups of 4 students each. After participating in activities in which they took the perspectives of different groups of people in the past, students were able to explain how these groups understood events differently, as well as the way in which present day perspectives affect the way stories about the past are told. The ability of students in the class to engage in historical interpretation cannot be understood apart from the teacher's instructional activities. The instructor frequently presented information through short lectures, in which discussion was encouraged by asking students to draw inferences or conclusions about the motivations of groups or individuals. When presenting information, the teacher frequently mentioned the way in which opinions and perceptions differed. The students were highly skeptical toward the reliability of present day historical accounts, and demonstrated their understanding that there is no single story with a straightforward and unproblematic meaning. Students had little understanding, however, of the way in which historians use and evaluate primary sources in order to construct stories. (DK)

ED 367 563

SO 023 706

Fitzhugh, William P.

Geography and Reading: An Integrated Approach to Teaching Reading Skills.

PUB DATE- Jan 93

NOTE- 30p.; Paper presented at the Baltimore County Public Schools New Teacher Workshop (Cockeysville, MD, January 1993).

educators: (1) Roger Fry and Herbert Read; (2) Albert C. Barnes and John Dewey; and (3) Quentin Bell. In addition the doctrine of formalism is considered in light of current issues in art education such as discipline based art education (DBAE). Bell argued that aesthetic emotion arises from certain combinations of color and line, not from the subject matter of works of art. Significant form is what differentiates art from non-art. Herbert Read attempted to advance upon and improve the earlier formulations of both Fry and Bell by suggesting that it may not be significant form that separates art from non-art, but symbolic form. By so doing he moved aesthetic theory beyond the purely formal consideration. Bell may have conceptualized his idea of significant form as projections of the aesthetic object itself. The paper discusses Barnes's attempt to remove significant form from a property of the art object through his insistence on the significance of form as the basis for education in art. Barnes and Dewey evolved a method of art education that had a formal basis. The expression theory presents no consistent view concerning the implication of "art expresses feeling" theory. Susanne Langer, finally, presents an aesthetic theory that may reconcile the opposing assertions of formalism and expression theory. Borrowing elements of both, Langer achieves an aesthetics that is formalistic, expressionistic, and "semiotic" all at once. "Art," Langer says, "is the creation of forms symbolic of human feeling. (BK)

ED 367 580

SO 023 747

Haas, Mary E.

American Women and the Military in the 20th Century.

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Nashville, TN, November 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Elementary Secondary Education; \*Females; History Instruction; \*Military Personnel; \*Military Service; Social Studies; \*United States History; World War I; World War II

IDENTIFIERS- Gulf War

This document presents lesson plans and related materials for teaching about the role of women in the U.S. military from World War I to Desert Storm (the Gulf War). The lesson includes a table showing the number of women who took part in Desert Storm broken down by branch of service. Another chart shows the number of women who served in the military during the 20th century broken down by conflict, and includes World Wars I and II, Korea, Vietnam, Grenada, Panama, and Desert Storm. Teaching procedures for using these charts are given. A 16-item bibliography on women in the military is included. A lesson plan on convincing U.S. women to join in the efforts to win World War I is detailed including objectives, lesson procedures, guide questions and a two-item bibliography. Another lesson on the words of military women is given with the objective of allowing students to identify the feelings of the women toward the United States, military service, and war. Procedures and quotations are given, as well as a five-item bibliography. Representations of 10 posters that urged women to do everything from buying savings bonds during war time to enlisting are included. A world map is provided that shows countries where Women's Army Corps (WAC) personnel served from 1942 to 1978. (BK)

Herman, William E.

An Overview of Teacher Education in Russia.

PUB DATE- Feb 94

NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Academic Freedom; Comparative Education;

\*Educational Psychology; Elementary Secondary Education;

Foreign Countries; Higher Education; Inservice Teacher

Education; \*Preservice Teacher Education; Social Change;

\*Teacher Education Programs; \*Teaching Conditions

IDENTIFIERS- \*Russia

This paper describes the experience of an educational psychologist who completed a Fulbright Lectureship at Moscow State Pedagogical University in Russia during April and May of 1993. The chaotic situation brought about by the dramatic and rapid changes that have taken place since the collapse of the Soviet Union has resulted in hyperinflation, political instability, a decaying infrastructure, and a changing legal system. Although physical conditions were barely tolerable, faculty members relished their newfound freedom to read whatever printed matter they chose and to think more freely. Technology such as telephones, computer systems, and facsimile machines reflected great inequities on campus. The hierarchical structure among faculty and administrators was clearly evident. Professors' involvement in publishing scholarly works in Russia and abroad was directly related to their professional advancement. Russian professors were strongly devoted to developing a uniquely Russian personality theory rather than simply adopting or transplanting an American or European theory. Much of the inservice training being carried out with teachers in the public schools revolved around the theme of humanizing the school and helping teachers become less authoritarian. (JDB)

ED 367 599

SP 035 010

Heath, M. Pearl

A Report of Student Experiences in Pre-Student Teaching Field Experience.

PUB DATE- 12 Feb 94

NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Research/Technical (143)

DESCRIPTORS- College Sophomores; Elementary Education;

\*Experiential Learning; \*Field Experience Programs; Higher

Education; Knowledge Level; \*Outcomes of Education; \*Preservice

Teacher Education; Skill Development; Student Attitudes;

\*Student Development

IDENTIFIERS- Preservice Teachers

This study examined, from a student perspective, outcomes of early student field experiences in selected college sophomore level courses in a teacher preparation program. The study,

learning modalities, and thinking skills. Findings, based on a short survey administered to both groups before and after the training sessions, indicate that participants in the peer coaching experimental group exhibited no significant change in professional attitudes and beliefs, comfort level at taking risks experimenting with new instructional techniques, feelings of isolation, or job satisfaction level compared with teachers in the control group. The reason for this result may be that both groups had positive attitudes and beliefs prior to the study and that peer coaching may or may not have had an effect on maintaining the positive attitudes of the experimental group. Since peer coaching programs are designed to increase instructional effectiveness, longitudinal studies of the effectiveness of peer coaching are recommended for future research. (Contains 22 references.) (LL)

ED 367 617

SP 035 041

Holmes, Edward W.; Blair, A. Karen

Publication of a Graduate Seminar Journal: Connecting Students and Content.

PUB DATE- Feb 94

NOTE- 15p.; Paper presented at the Annual Conference of the Eastern Educational Research Association (Sarasota, FL, February 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Education; Graduate Study; Higher Education; \*Preservice Teacher Education; Reading Instruction; Scholarly Journals; \*Seminars; \*Student Publications; \*Student Research; \*Theory Practice Relationship; \*Writing for Publication

IDENTIFIERS- Preservice Teachers; \*Towson State University MD

The intention in the creation and publication of a journal, "Issues in Education," at Towson State University (Maryland) was to offer an alternative to the traditional seminar paper for graduate students in elementary education and reading. The goal was to have seminar students feel that the product of their library research was valuable and of interest to colleagues and that there was a clear connection between course work and classroom experiences. The seminar courses used a writer's workshop model, with students forming peer response groups to help each other prepare preliminary and final drafts. The journal has provided graduate students with a way to demonstrate for a broader audience the issues of particular interest to them, their scholarly investigation of those issues, and their practical application in their own careers. The graduate students felt that the effort they put into their research would be acknowledged and respected. The titles of the papers printed in the first four issues of the journal are listed in an appendix. (JDB)

ED 367 618

SP 035 042

Competencies, Skills, and Knowledge Teacher Education Programs Need To Teach the Inclusion Teacher.

PUB DATE- 94

NOTE- 10p.; Funded by Project Partnership; Restructuring Teacher Education to Meet the Needs of the Full Inclusion Classroom.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Lockwood, John W.  
An Analysis and Review of Perkinson's "Teachers without Goals,  
Students without Purposes."  
PUB DATE- 93  
NOTE- 8p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- tions. The paper concludes that  
overlook critical facts about how professionals and  
parent,Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- Book Reviews; \*Cognitive Processes; \*Educational  
Objectives; \*Educational Philosophy; Elementary Secondary  
Education; \*Epistemology; Goal Orientation; Higher Education;  
Learning Processes; Teacher Role  
IDENTIFIERS- Perkinson (Henry J); \*Teachers without Goals Stu  
without Purposes

This commentary contends that Henry J. Perkinson's arguments in  
"Teachers without Goals, Students without Purposes" (1993) are,  
on the whole, a failure. This criticism is based on the  
following points: (1) terms such as "modernism" and  
"postmodernism" are used without adequate definitions; (2) the  
book inadequately makes the case that knowledge comes from  
within the knower; (3) the book uses Popperian evolutionary  
epistemology, which does not fully support its position  
concerning knowledge from within; (4) the book also poorly  
supports its claims that learning occurs better without  
purposes and that transmission of knowledge from teacher to  
student is immoral and prevents further growth; (5) in the  
book's discussion of transactions from teachers to students, it  
confuses authoritarian with authoritative transactions; (6) the  
book asserts that children are born with "understandings," yet  
it states that without language, understanding cannot exist;  
(7) the book insufficiently anticipates problems in dealing  
with students' individual needs and interests in large, diverse  
classrooms; and (8) the book argues that individuals can know  
from within and can do so without any justification, which  
rejects a justificatory theory of rationality. The commentary  
agrees with Perkinson that students should not merely be filled  
up with facts, that knowledge has no ultimate justification,  
and that education should be tailored to the individual. (JBB)

ED 367 637 SP 035 078

Freiberg, Melissa; And Others  
Perceptions of Beginning Teachers in an Urban Setting: Does  
Mentoring Make a Difference?

PUB DATE- Feb 94  
NOTE- 17p.; Paper presented at the Annual Meeting of the  
Association of Teacher Educators (74th, Atlanta, GA, February  
12-16, 1994).

LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Research/Technical (143)  
DESCRIPTORS- Administrator Attitudes; \*Beginning Teacher  
Induction; \*Beginning Teachers; Elementary Secondary Education;  
\*Mentors; Needs Assessment; \*Program Effectiveness; Program  
Evaluation; \*Teacher Attitudes; \*Urban Education; Urban Schools  
This study analyzed the effectiveness of a mentoring program in  
which 18 experienced teachers were released from teaching  
duties to act as full-time mentors for 10 new teachers each in  
an urban school district. Analysis of data gathered via surveys  
of and interviews with beginning teachers, principals, and  
mentors indicated that: (1) teaching in a large urban school

provided. (LL)

ED 367 655

SP 035 103

Flores, Paul V.

Using Total Quality Management (TQM) To Ameliorate Motivational Levels of Ninth through Twelfth Grade Students.

PUB DATE- Nov 93

NOTE- 98p.; Practicum report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; \*Academic Persistence; \*Attitude Change; Higher Education; High Schools; High School Students; Pretests Posttests; Secondary School Teachers; \*Self Motivation; \*Student Motivation; Teacher Education; \*Teacher Student Relationship; \*Total Quality Management

The program discussed in this paper was developed and implemented to improve student self motivation levels for a target group of 115 9th through 12th grade students who had classes with 1 of 4 participating teachers. Student self-motivation improvement activities were employed over a 12-week implementation period. Strategies developed were all based on Total Quality Management (TQM) principles of empowerment that effectively transform the nature of student/teacher interactions so that they become more positive and less punitive and coercive in nature. Levels of success were measured by administering the Arlin-Hills Attitude Survey, an empirical measure of student motivational levels, to pre- and post-test target populations. In addition, a questionnaire was developed and administered to pre- and post-intervention groups to ascertain differences in the target population's overall commitment to remaining in high school. The results indicated improved levels of student motivation for the target group when comparing their pretest and posttest. Additionally, it was concluded that students participating in this practicum project were more likely to remain in high school as a consequence of the TQM intervention. Appendices include teacher and student questionnaires, an excerpt from "The New Economics," and examples of alternative assessments. (LL)

ED 367 656

SP 035 104

Schubel, Andrew I.; And Others

The Student Teacher's Handbook. Second Edition.

PUB DATE- 92

NOTE- 252p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (033)

DESCRIPTORS- \*Classroom Techniques; Cooperating Teachers; Curriculum; Educational Practices; Educational Resources; Elementary Secondary Education; Expectation; Guidelines; Higher Education; \*Interpersonal Relationship; Parent Teacher Cooperation; Preservice Teacher Education; Problem Solving; \*Student Teacher Attitudes; \*Student Teachers; Student Teacher Supervisors; \*Student Teaching; \*Teacher Student Relationship; Theory Practice Relationship

In this handbook, information from research in education and psychology that has practical application in the classroom is

showed that, though many schools award MTS, these scholarships account for a small proportion of total scholarships and scholarship dollars. Most schools awarding MTS used race or ethnicity as an eligibility requirement, while few used gender, religion, or other minority status. Race or ethnicity was rarely the sole criterion with other criteria commonly being financial need and/or academic merit. Students receiving MTS were a small percentage of all racial or ethnic minority students. Schools funded MTS through private endowments and income from tuition and other fees. Four of the six schools in the case studies used MTS fairly extensively and found them valuable in recruiting and retaining minority students. Extensive appendixes contain aggregated responses to the questionnaires, information on the questionnaire scope and methodology, the six case studies, and a list of contributors to the report. (JB)

ED 367 209

HE 027 158

Thaller, Eva A.

Preparing for Poverty: A Case Study of College Art Students.

PUB DATE- Jan 93

NOTE- 13p.; Paper presented at the International Qualitative Research in Education Conference (Athens, GA, January, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Art Education; Career Choice; Educational Experience; Education Work Relationship; Higher Education; Majors (Students); Qualitative Research; State Colleges; \*Student Attitudes; Student Development; \*Undergraduate Students

IDENTIFIERS- \*Studio Art

This study looked at the perceptions of their undergraduate educational experience and the future plans of students majoring in Studio Art at a state university. Using written questionnaires, interviews, participant observation at the site, and photos of art work done by participants, the study gathered information on career choices, perceptions of the job market, choice of courses, jobs held while in school, previous training, and advising and support. The 22 students questioned were all upper division Art students. The study identified themes which showed that participants chose a Studio Art major for avocational reasons, that many had past negative work experiences, that for career advice they did not seek advice beyond the Art Department and their peers, that most planned graduate work in order to teach art at the college level, and that most expected that their earnings after graduation would be very low. The study also found a lack of coordination with other parts of the institution and possible outside resources. (Contains 22 references.) (JB)

ED 367 210

HE 027 159

Glazner, Steve, Ed.

Facilities Stewardship in the 1990s. Proceedings of the Institute for Facilities Finance in Higher Education (1st, Washington, D.C., November 1990).

PUB DATE- 91

NOTE- 225p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Accounting; \*Budgeting; Campus Planning; Case



Raffield, Barney T., III

The Implementation of Mock Negotiations in Teaching International Business Management.

PUB DATE- Apr 93

NOTE- 12p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Business Administration Education; Cultural Awareness; \*Global Approach; Higher Education; \*International Studies; \*Negotiation Agreements; Role Playing; Simulation; Teaching Methods; Undergraduate Study

IDENTIFIERS- \*Lebanon Valley College PA

Mock negotiations are used as part of an undergraduate course in international business management at Lebanon Valley College (Pennsylvania) in order to introduce students to the process of negotiating for advantage in foreign countries and to emphasize the importance of an individual nation's customs, culture, and ways of transacting business in regard to the negotiating process. Eight mock negotiations are conducted, involving the countries of China, Japan, South Korea, India, Germany, France, Nigeria, and Brazil. Two student teams participated in each negotiation, with one team representing an American firm or association and the other team representing the government of the foreign country. The Framework for Global Business Negotiations is utilized, which outlines 4 components that are divided into 12 variables influencing the success or failure of the negotiations: (1) policy (basic concept of negotiation, selection of negotiators, role of individual aspirations, concern with protocol, significance of type of issue); (2) interaction (complexity of language, nature of persuasive argument, value of time); (3) deliberation (bases of trust, risk-taking propensity, internal decision-making systems); and (4) outcome (form of satisfactory agreement). Students were uniformly supportive and complimentary of this phase of the international business management course. (JDD)

ED 367 229

HE 027 195

Lauterborn, Wanda

An Exploration of Latin America through Major Topics and the International Executive.

PUB DATE- 12 Mar 93

NOTE- 10p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Business Administration Education; \*Course Content; \*Cultural Context; Ethnicity; Global Approach; Higher Education; Identification; \*Interdisciplinary Approach; International Studies; \*Latin American Culture; Latin American Literature

IDENTIFIERS- Mexico

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*Access to Education; Budgeting; College Faculty;  
College Outcomes Assessment; College Presidents; \*Educational  
Finance; \*Educational Planning; \*Educational Quality;  
Enrollment; Financial Problems; \*Higher Education; \*Resource  
Allocation; State Colleges; State Universities; Teacher  
Effectiveness; Tuition

IDENTIFIERS- \*Virginia

This joint statement by the presidents of 17 Virginia State colleges and universities and the Director of the State Council on Higher Education examines the condition of Virginia's system of higher education in light of reductions in revenue, and urges implementation of proposals made by the State Council of Higher Education to meet the challenges of the 1990s and beyond. Three objectives are addressed: access, quality, and effective use of resources. The Council recommended that an additional \$223 million should be appropriated from the state general fund for higher education in 1994-96. If allocated, annual tuition and fee increases need not exceed three percent, roughly the projected increase in Virginia's per capita income and the Consumer Price Index. The presidents also commit their institutions to: (1) freeing up of 1.5 percent of the academic and administrative budgets for 1994-96; (2) evaluating and improving faculty productivity and compensation; (3) improving retention and graduation rates; and (4) publishing admission profiles, graduation and retention rates, the results of employer and alumni surveys, and other measures of the results being achieved. The presidents ask the state government to: keep the state's funding of colleges and universities at 12 percent of the state's general fund budget, provide faculty salary increases, provide an equipment trust fund with lease payments paid entirely from the general fund, and continue to provide operating funds and capital outlay for those initiatives already funded implement the recommendations of the Commission on the University of the 21st Century. (GLR)

ED 367 248

HE 027 215

Lieshoff, Sylvia

Environmental Scanning: Charting Your Way through the Data  
Explosion.

PUB DATE- Nov 93

NOTE- 12p.; Paper presented at the Annual Adult Education  
Conference (Dallas, TX, November 18-20, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*College Planning; Data Analysis; Data Collection;  
\*Environmental Scanning; Evaluation Methods; Foreign Countries;  
Futures (of Society); Higher Education; Information Sources;  
Information Utilization; Long Range Planning; \*Prediction;  
\*Predictive Measurement; Predictor Variables

This paper examines the use of environmental scanning for institutions of higher education to achieve the following objectives: (1) provide early warning of changes that will have an impact on education; (2) define potential threats and opportunities to the institution or department; (3) promote a

three main sections. The first section provides the ranking of salaries paid among all participating universities, including the average for those salaries paid at institutions belonging to the National Association of State Universities and Land-Grant Colleges. The second section is a series of tables showing the salaries paid among the 85 participating institutions first presented overall and then by the nine regions defined by the Equal Employment Opportunity Commission. The report's final section is a table of salaries paid to the university system officers. (GLR)

ED 367 266

HE 027 240

San Nicolas, Gregg C.; Avilla, Salvador  
Partnerships for the Future: Collaboration between Governments  
and Higher Education Institutions.

PUB DATE- Dec 93

NOTE- 23p.; Paper presented at the Annual Meeting of the American  
Association for Higher Education (Pittsburgh, PA, December 5-8,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

(141), Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Economic Climate; Elementary Secondary Education;

\*Government School Relationship; Higher Education;

\*Institutional Cooperation; \*Public Schools; \*Teacher

Persistence; \*Teacher Recruitment; \*Teacher Shortage

IDENTIFIERS- \*Guam

Approximately 20% or 400 teachers leave the public school system on Guam every year. This attrition rate has been attributed to a host of interrelated local issues. Frequently, many of these teachers are recruited from off-island for 2-year contracts. The Guam Public School System (GPSS) spent an average of nearly \$2 million per year on recruitment alone yet teacher retention remains a dilemma. In 1991, the Twenty First Guam Legislature established the Guam Teacher Corps Scholarship (GTC) program to address teacher recruitment and retention. GTC expanded the Government's then existing 2-year Teacher Training Scholarship program and extended student participation to high school seniors on a limited basis. In the fall semester of 1992, 60 recruits at the University of Guam (UOG) were selected for awards. By the end of 1993, over 250 recipients were actively participating in the program with a waiting list of 40 more eligible students. Demographic information revealed that students were generally older, had extensive work experience, and had families to support. Innovative recruitment and retention programs have been developed and appear to be working. The success of the program indicated that collaborative partnerships between government agencies and higher education institutions are the future hope for teacher recruitment and promoting careers in education. (Contains 13 references.) (Author)

ED 367 267

HE 027 241

Richardson, Wm. Eddie

Academic Major and Alumni Perceptions of Growth and Development.

PUB DATE- May 93

NOTE- 18p.; Paper presented at the Annual Forum of the  
Association for Institutional Research (33rd, Chicago, IL, May  
1993).

LANGUAGE- English

suggests a way to plan for the evaluation. The third explains how to collect the data to describe the existing technology program. The fourth explains how to interpret the data. The final chapter assists in the presentation of the evaluation report. The appendix contains the evaluation questionnaires. (TMK)

ED 367 286

IR 016 541

Yoder, Sharon K.

Graphing with "LogoWriter."

PUB DATE- 92

NOTE- 68p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Computer Assisted Instruction; \*Computer Graphics;

\*Graphs; Integrated Curriculum; Intermediate Grades; Junior

High Schools; Middle Schools; Problem Solving; \*Programming;

Secondary School Mathematics; Secondary School Science

IDENTIFIERS- Examples; Logographs; \*LOGO Programming Language;

LogoWriter; Turtle Graphics

This book discusses four kinds of graphs that are taught in mathematics at the middle school level: pictographs, bar graphs, line graphs, and circle graphs. The chapters on each of these types of graphs contain information such as starting, scaling, drawing, labeling, and finishing the graphs using "LogoWriter." The final chapter of the book provides information on when to use each of the four types of graphs. This book can be used as supplementary material for a graphing unit in a math or science course, or it can be used by itself to teach graphing. The book includes examples for students to follow. The use of the computer as an aid to all aspects of problem solving when creating graphs is emphasized. Prerequisites to using this book involve students' familiarity with "LogoWriter," ability to use turtle graphics, understanding of Turtle-move and Label modes, and ability to use procedures with inputs. In addition to beginning information, the book includes advanced sections which require more programming skill and should be attempted only by knowledgeable Logo programmers. (TMK)

ED 367 287

IR 016 543

Moursund, David

Problem-Solving Models for Computer Literacy: Getting Smarter at Solving Problems. Teacher Lesson Plans.

PUB DATE- 93

NOTE- 251p.; For student lessons, see IR 016 557.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Appropriate Technology; Computer Assisted

Instruction; \*Computer Literacy; Computer Science Education;

Discovery Learning; Experiential Learning; Inservice Teacher

Education; Instructional Materials; Interdisciplinary Approach;

Journal Writing; Lesson Plans; \*Problem Solving; Secondary

Education; Teaching Methods; Transparencies

IDENTIFIERS- Information Age

This book provides teacher lesson plans that are designed to help teachers of computer literacy courses make appropriate use of instructional materials. It is designed to help inservice

Design (STD); (3) the effects of learner background characteristics on training outcomes with specific discussion of age, education and training experience, and work history; (4) the role of learner attitudes as predictors of effective training, especially in terms of their roles as motivators; (5) the role of the work environment in training, with an emphasis on organizational climate; and (6) the theoretical and practical positions developed by summarizing the recommendations for designing instruction to promote knowledge gains, attitude changes, and near and far transfer of training. The appendices include descriptions of three training programs; an overview of the research process and the measurement of variables; and the path diagrams and their supporting data. (Contains 161 references.) (JLB)

ED 367 307

IR 016 582

Ismail, M. I.; Al-Turkait, A. A.  
Excellence Center for High Technology Transfer.

PUB DATE- 93

NOTE- 131p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Diffusion (Communication); Educational Technology;  
Evaluation Methods; Foreign Countries; Futures (of Society);  
Information Dissemination; \*Information Services; \*Information  
Transfer; International Programs; Problems; \*Quality Control;  
\*Resource Centers; \*Technological Advancement; \*Technology  
Transfer

IDENTIFIERS- Canada

Centers for technology transfer are available almost everywhere based on the availability of interested experts and funding. The objective of this monograph is to introduce the assured system that results in excellence in services and expectations from technology transfer. The focus is on simple techniques of potential interest for community and public interest. The following chapters are included: (1) "Introduction"; (2) "Planning for Future Growth"; (3) "Policies and Strategies"; (4) "Information Services"; (5) "Management Trends"; (6) "Technology and Administration"; (7) "Technology and Community"; (8) "Educational Technology Transfer Centers"; (9) "Selected Activities of Technology Transfer Centers"; (10) "Role of Human Factors and Psychology"; (11) "Selected International Technology Transfer Centers"; (12) "Conventional Problems and Solutions"; (13) "Evaluation Systems"; (14) "Monitoring and Control" and (15) "Future Developments." Each chapter contains references. (JLB)

ED 367 308

IR 016 583

Farr, Marshall J., Ed.; Psotka, Joseph, Ed.  
Intelligent Instruction by Computer: Theory and Practice.

PUB DATE- 92

NOTE- 279p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020), Reports -  
Evaluative/Feasibility (142)

DESCRIPTORS- \*Artificial Intelligence; Cognitive Structures;  
\*Computer Assisted Instruction; Computer Simulation; Elementary  
Education; Heuristics; Higher Education; Hypermedia;

those in the insurance community. It has provided a link between those who need information and one source of information, periodicals. (Contains 32 references.) (JLB)

ED 367 327

IR 054 858

Getrost, Christina D.

A History of the Kent Free Library, Kent, Ohio 1958-1992.

PUB DATE- Aug 93

NOTE- 88p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- Library Circulation; Library Collections; \*Library Development; \*Library Facilities; Library Personnel; Library Services; \*Public Libraries

IDENTIFIERS- Historical Background; \*Library History; \*Ohio (Kent)

The Kent Free Library (Ohio) evolved from the Great Atlantic and Western Railroad Reading Room of 1875, into a municipal Carnegie library, and then grew to be a medium-sized public school district library, in the city of Kent, Ohio. Its original building has been enlarged through three separate expansion campaigns, in order to have space to house its ever-increasing collection, to provide meeting rooms for community groups, and to best serve its increasing numbers of users, both citizens and university students. This study chronicles the many changes that have occurred in the library's collection, budget, staff, services, and physical facility from 1958 to 1992. (Contains 9 references.) (Author)

ED 367 328

IR 054 859

Czerniejewski, Marilyn

The History of the Duns Scotus Library at Lourdes College.

PUB DATE- 6 Oct 93

NOTE- 53p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- \*Church Related Colleges; \*College Libraries; Higher Education; Interviews; \*Library Development; Nuns; Questionnaires; \*Religious Education

IDENTIFIERS- Historical Background; \*Library History; \*Lourdes College OH

This project is a historical study of the Duns Scotus Library in Sylvania, Ohio. The library serves Lourdes College, a four-year, co-ed liberal arts college run by the Sylvania Sisters of St. Francis on the grounds of their motherhouse. The library originally served the sisters of the convent and the postulants who studied there as high school students. As the educational needs of the sisters grew, the school progressed to the junior college level, and then to the baccalaureate level, eventually opening up to the general public. As the school developed, the library itself evolved to meet its changing requirements. This study traces the history and development of the institution, as its evolution parallels the expanding role of the Sisters of St. Francis throughout the twentieth century. The interview schedule is appended. (Contains 22 references.) (Author)

ED 367 329

IR 054 860

Neale, Marilyn

operation of the bookmobile. Data collected covers: stops and stop selection; staffing; collections; services and programming; and characteristics of the bookmobile, age and make; and budgets. Among major conclusions is the finding that bookmobile libraries in Ohio are decidedly lacking in their ability to offer patrons adequate reference service. Catalogs of the bookmobile's collection, as well as the collection of the host library, are not available, and only a very small percentage of bookmobiles in Ohio are accessible to the handicapped. Cover letter and survey instrument are appended. (Contains 20 references.) (Author/TMK)

ED 367 350

IR 054 898

Stouffer, Christine M.  
Academic Law Librarians and the Quest for Faculty Status: A Survey for the 1990's.

PUB DATE- Nov 90

NOTE- 52p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; \*Academic Rank (Professional); Chi Square; Communication (Thought Transfer); Higher Education; \*Law Libraries; \*Law Schools; \*Librarians; Library Surveys; Personnel Policy; Questionnaires; Recognition (Achievement); School Surveys

IDENTIFIERS- \*Faculty Status

The objective of this research was to collect statistical data on the present faculty status of academic law librarians. A survey of a random sampling of member schools of the Association of American Law Schools was conducted on the issue of faculty status for academic law librarians in response to the ever-growing need and demand for recognition and equality. The results of the study imply that some action on the part of university/law school administrators and/or boards of trustees is necessary to close the gap between the wishes (and possibly the demands) of academic law librarians and actual personnel policies as they presently exist. The results also indicate that communication between academic law librarians and their administrators must be forthcoming if any real changes can be made. Finally, the results of the questionnaire impose an obligation on the directors of academic law libraries to join together and focus on this issue. The chi-square analysis and survey instrument are appended. (Contains 31 references.) (TMK)

ED 367 351

IR 054 899

Borod, Elizabeth A.  
An Annotated Reference Guide on International Telecommunications and Transborder Data Flow for Library and Information Science Professionals.

PUB DATE- Nov 90

NOTE- 81p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Communications; Computers; Information Dissemination; Information Management; Information Networks; Information Science; Information Sources; Information Technology; \*Information Transfer; \*International Communication; Laws; Legislation; Library Research; Library

the 15 Ohio doctoral granting institutions. The purpose of this study is two-fold: to determine the extent to which archivists and graduate school deans are aware of the preservation standards regarding theses and dissertations as well as the attitudes of archivists concerning responsibility for the care and storage of these documents; and to ascertain the actual physical condition of theses and dissertations. To accomplish this, two surveys were sent to these institutions: one to graduate colleges presumed responsible for drafting standards for production of dissertations to ascertain those standards; the other to archivists to determine the level of care dissertations receive while in their custody, knowledge of national standards, and attitudes concerning responsibility for storage. To determine whether concern over deterioration of dissertations is warranted, a condition survey of Kent State University's dissertations was conducted. Included in the appendices are: a list of archivists and graduate school deans surveyed; the archivists survey; the deans survey; and the book condition survey. (Contains 29 references.) (Author/JLB)

ED 367 373

IR 054 921

Damko, Ellen E.  
Student Attitudes toward Bibliographic Instruction.  
PUB DATE- Dec 90  
NOTE- 46p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Dissertations/Theses - Master Theses (042); Test, Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Academic Libraries; \*College Students; Higher Education; Information Literacy; Interviews; Librarians; \*Library Instruction; Library Services; Library Skills; Questionnaires; Research Skills; \*Student Attitudes; Tables (Data); \*Users (Information)  
IDENTIFIERS- Ohio

This study was designed to determine what value, if any, college students place upon library use instruction. A survey conducted on a random sample of college and university students working at Cedar Point Amusement Park in Sandusky, Ohio, during the summer of 1990 was designed to determine the type and amount of library instruction each student has received and if he or she found or would find it beneficial. The significance of a student's field of study and the size of the library used were considered in relationship to his or her attitude. To supplement the survey, interviews were conducted to gather more detailed information about what students know about certain library resources and what skills they possess. The findings of this survey may assist librarians who are responsible for planning bibliographic instruction programs in demonstrating the practicality of the material and perhaps stimulating interest in the topic. Included in the appendices are the questionnaire; the interview schedule; and a tally sheet showing number of respondents for each item. (Contains 10 references.) (JLB)

ED 367 374

IR 054 922

Barb, Patricia Ann  
A Study of 2 X 2 Toddler Story Times at the Westerville Public Library.  
PUB DATE- Nov 90  
NOTE- 72p.; M.L.S. Research Paper, Kent State University.  
LANGUAGE- English



PUB TYPE- Reports - Research/Technical (143)  
DESCRIPTORS- \*Age; \*College English; Comparative Analysis; Grades (Scholastic); Language Tests; \*Predictive Validity; \*Predictor Variables; Reading Tests; Standardized Tests; Student Characteristics; \*Student Placement; Technical Institutes; Two Year Colleges  
IDENTIFIERS- Career Planning Program; Multiple Assessment Programs and Services

To identify a set of predictor variables for student grades in a first-quarter English course, a study was undertaken of students' reading and language scores on the Career Planning Program (CPP) and the Multiple Assessment and Program Services (MAPS) placement tests. In addition, the relationship was examined between the first-quarter English course grades and students' age, gender, and race. The CPP and the MAPS were administered to all students at a metropolitan two-year college prior to the first day of classes in the four quarters of 1989. In addition, reading and language subtests were administered on the first day of classes to 104 students enrolled in entry-level English course. Study findings, based on an analysis of student course grades, standardized test scores, and demographic variables, included the following: (1) the mean age of the sample was 26 years old, 63.5% were male, and 95.2% were white; (2) age and the MAPS reading and language scores were found to be statistically significant in predicting students' grades; (3) CPP reading and language scores, gender, and race were not found to be statistically significant; (4) a significant positive relationship was found between all of the subtests; and (5) while age was found to have a significant relationship with the two MAPS subtests, it showed no relationship with the two CPP subtests. (BCY)

Ed 367 393

JC 940 145

Overlock, Terrence H., Sr.  
The Development of a Faculty Resource Manual for the Preparation of Course Study Guides at Northern Maine Technical College.

PUB DATE- Feb 93

NOTE- 99p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Attitudes; Community Colleges; \*Educational Practices; \*Guidelines; Orientation Materials; School Surveys; Standards; \*Study Guides; Teacher Attitudes; Teacher Developed Materials; Two Year Colleges

IDENTIFIERS- Northern Maine Technical College

Lack of institutional guidelines for the preparation of course study guides at Northern Maine Technical College (NMTCC) allowed for wide variation in the quality of the guides produced. To develop a resource manual that would provide guidelines for the development of study guides at NMTCC, a study was conducted to determine the elements that should be included in a faculty resource guide. A review of the literature was undertaken and responses to the study proposal by NMTCC department chairs and the Academic Vice-President were collected. In addition, all 50 faculty at NMTCC were surveyed regarding their current practices in preparing course guides and sample guides were collected from 20 other professionals at other institutions. Based on these activities, a draft resource manual was developed and submitted for review to the campus leadership. The resulting manual was based on the following conclusions: (1) study guides serve the two main functions of direction setting and assisting

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- 94

NOTE- 517p.

LANGUAGE- English

EDRS Price- MF02/PC21 Plus Postage.

PUB TYPE- Books (010), Collected Works - General (020), Information  
Analyses/State-of-the-art Materials - ERIC Information Analysis  
Products (071)

DESCRIPTORS- \*Administrative Organization; Articulation  
(Education); Budgeting; \*College Administration; College  
Instruction; \*College Presidents; \*Community Colleges;  
Educational Facilities Planning; Educational Finance; Faculty  
Evaluation; Governing Boards; Institutional Research;  
\*Leadership; Personnel Policy; Resource Allocation; School  
Community Relationship; Student Personnel Services; Transfer  
Programs; Two Year Colleges

This collection of essays focuses on the administration of  
contemporary community colleges, including chapters describing  
the staffing and functioning of major offices and pertinent  
issues affecting each area of work. The 25 chapters of the book  
are: (1) "The Challenging Environment: Context, Concepts, and  
Crises," by Arthur M. Cohen and Florence B. Brawer; (2)  
"Understanding Administrative Work," by Estela Mara Bensimon;  
(3) "Leadership Strategies," by Richard C. Richardson, Jr., and  
Mimi Wolverton; (4) "Effective Presidential Leadership: Twelve  
Areas of Focus," by George B. Vaughan; (5) "The Governing  
Board," by William E. Piland; (6) "The Community College and  
the State," by James D. Tschechtelin; (7) "How Presidents  
Influence Public Policy," by Judith S. Eaton; (8) "Management  
Perspectives at the State Level," by Earl Hale; (9) "The  
President's Office," by Daniel F. Moriarty; (10) "Business and  
Financial Administration," by Albert L. Lorenzo; (11) "The  
Personnel Office," by Barbara E. Janzen; (12) "Instructional  
Programs," by Martha J. Kanter; (13) "Articulation and  
Transfer," by Trudy H. Bers; (14) "Community and Industry  
Programs," by Geneva Waddell; (15) "Student Services," by  
Charles R. Dassance; (16) "Institutional Research," by John  
Losak; (17) "Campus Planning and Construction," by Dan Angel  
and James Brader; (18) "Budgeting and Resource Allocation," by  
Michael W. Parsons; (19) "The Administrator's Role in Staff  
Management," by Edwin E. Vineyard; (20) "Faculty Evaluation and  
Performance Appraisal," by Albert B. Smith and Jacquelyn A.  
Barber; (21) "Involving the Board in Personnel Management," by  
Hans A. Andrews; (22) "Managing Educational Operations," by  
Alfredo G. de los Santos, Jr., and Scott Finger; (23) "Building  
Relationships with the Community," by Billie Wright Dziech;  
(24) "Educational Planning and Assessment," by James C. Palmer;  
and (25) "Conclusion: The Future Context for Administration,"  
by Cohen and Brawer. (AC)

ED 367 411

JC 940 176

Community Colleges: Core Indicators of Effectiveness. AACC  
Special Reports No. 4. A Report of the Community College  
Roundtable.

PUB DATE- 94

NOTE- 33p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays  
(120)

DESCRIPTORS- \*College Outcomes Assessment; \*Community Colleges;  
\*Institutional Evaluation; National Norms; Outcomes of

establishes a mechanism for scanning its external environment; (4) issues identified by environmental scanning are ranked and confirmed by community leaders; (5) the college analyzes, identifies, and maps the publics within its service region directly affected by each issue; (6) the college initiates dialogue and forms a coalition among community leaders and other stakeholders in a given issue; (7) the college leads the coalition in developing, coordinating, carrying out, and evaluating a plan for addressing the community problem; (8) coalition leaders report to their respective constituencies on progress and results; and (9) the plan elements to which the college has committed resources must be incorporated into the college's planning and budgeting processes. If a new issue emerges, the process begins anew. (ECC)

ED 367 427

JC 940 200

Astin, Alexander W.; And Others  
Principles of Good Practice for Assessing Student Learning.  
SPONS. AGENCY- EXXON Education Foundation, New York, N.Y.; Fund  
for the Improvement of Postsecondary Education (ED),  
Washington, DC.; Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Apr 93

NOTE- 3p.; Developed under the auspices of the American  
Association for Higher Education Assessment Forum.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055)

DESCRIPTORS- \*College Outcomes Assessment; Educational  
Improvement; Educational Quality; Evaluation Criteria;  
Evaluation Methods; Evaluation Utilization; Higher Education;  
Instructional Effectiveness; Performance Factors; \*Program  
Effectiveness; \*Student Evaluation

Designed to help educators examine their current student  
assessment practices and ensure that assessment activities lead  
to real improvements, this paper lists and discusses nine  
principles for assessing student learning. The nine principles  
are: (1) the assessment of student learning begins with  
educational values; (2) assessment is most effective when it  
reflects an understanding of learning as multidimensional,  
integrated, and revealed in performance over time; (3)  
assessment works best when the programs it seeks to improve  
have clear, explicitly stated purposes; (4) assessment requires  
attention to outcomes but also and equally to the experiences  
that lead to those outcomes; (5) assessment works best when it  
is ongoing, not episodic; (6) assessment fosters wider  
improvement when representatives from across the educational  
community are involved; (7) assessment makes a difference when  
it begins with issues of use and illuminates questions that  
people really care about; (8) assessment is most likely to lead  
to improvement when it is part of a larger set of conditions  
that promote change; and (9) through assessment, educators meet  
responsibilities to students and to the public. (ECC)

ED 367 428

JC 940 201

LeCroy, Nancy; Tedrow, Barbara  
Catalyst for Community Change: Helping To Address Critical Issues.  
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.  
PUB DATE- May 93

General Assembly. Several excerpts from the books and periodicals are included. The guide ends with an order form for publications sold by IYI, a list of bibliographies available free of charge from IYI, and a feedback survey form for reader reactions on the guide. (ME)

ED 367 446

PS 021 947

Harris, Susan; And Others  
Coherence: The Student Perspective.

PUB DATE- Sep 93

NOTE- 19p.; Paper presented at the Annual Conference of the British Educational Research Association (Liverpool, England, United Kingdom, September 10-13, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Curriculum Design; \*Curriculum Evaluation; Educational Objectives; Foreign Countries; Integrated Curriculum; Relevance (Education); Secondary Education; \*Secondary School Students; \*Student Attitudes; \*Student Experience; Student Placement

IDENTIFIERS- \*Curriculum Coherence; Great Britain

This report discusses interim results of a 4-year study of curriculum coherence in British secondary schools, part of an initiative on the quality of teaching and learning called Making Your Way through Secondary School: Students' Experiences of Teaching and Learning (1991-1995). Of the three main criteria for judging the quality of curricula--breadth, balance, and coherence--coherence has been neglected by teachers and planners. Curriculum coherence, often confused with curriculum commonality and consistency, should be seen as the degree to which each student perceives connections between the various subjects the student is learning. The study is based on interviews, conducted once per school term, with three groups of secondary school students. The first interviews were conducted when the students were 12 years old and the last interviews will be conducted when the students are 16 years old. The interviews on which the present report is based were conducted when the students were 14 years old. Though student comments occasionally betrayed an awareness of connections within and among school subjects, students generally showed little awareness of coherence within subjects or across the curriculum. The students were acutely aware of when they did not understand what they thought they should be learning, however, and when asked about their sense of connectedness to school subjects, occasionally expressed a feeling of being lost with a whole subject. Various teaching methods, such as field trips and project work, were identified by students as helping them feel connected to their studies. (ME)

ED 367 447

PS 021 959

The Primary Program: Growing and Learning in the Heartland,  
PUB DATE- 93

NOTE- 615p.; Program was adapted from the British Columbia Primary Program, Ministry of Education, British Columbia, Canada.

LANGUAGE- English

EDRS Price- MF03/PC25 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Educational Change; \*Educational Objectives;

Articles; \*Mixed Age Groups

This resource book contains a variety of information on multiage practice, and instruction in mixed-age and grade-level classrooms. The first two parts of the book contain 24 reprinted articles: (1) "Ready To Learn: A Seven-Step Strategy"; (2) "On Tracking and Individual Differences: A Conversation with Jeannie Oakes"; (3) "Multiage Grouping"; (4) "Multiage Classrooms: Children Learning at Their Own Speed"; (5) "Multi-Age Programs in Primary Grades"; (6) "Multiage: Why It's Needed"; (7) "Questions and Answers about Multiage Programs"; (8) "The Whys and Hows of the Multi-Age Classroom"; (9) "Off the Track: Children Thrive in Ungraded Primary Schools"; (10) "Multi-Age Classrooms: Option to an Outdated System"; (11) "When Your Principal Asks: What Can I Expect To See in Multi-Age Classrooms?"; (12) "The Country School Comes to Town: A Case Study of Multiage Grouping and Teaching"; (13) "The Gift of Time"; (14) "Ungraded Primaries Begin To Take Over in Kentucky"; (15) "Warm Up to Cooperative Learning"; (16) "Putting Research to Work: Cooperative Learning"; (17) "Enhancing Success in Heterogeneous Classrooms and Schools"; (18) "Questions about Implementing Mixed-Age Grouping"; (19) "A Review of the Quantitative Research on Multigrade Instruction"; (20) "A Review of the Qualitative Research on Multigrade Instruction"; (21) "On the Merits of Multiage Classrooms"; (22) "Ungraded Classrooms: Fail-Safe Schools?"; (23) "Teaching Combined Grade Classes: Real Problems and Promising Practices"; and (24) "Nongraded Primary Instruction." The third part of the book contains a 42-item bibliography. Eleven models of multiage practice are profiled in the fourth part. The last part of the book contains information and strategies to help educators create multiage programs. (TJQ)

ED 367 465

PS 022 093

Rathbone, Charles; And Others

Multiage Portraits: Teaching and Learning in Mixed-Age Classrooms.

PUB DATE- 93

NOTE- 185p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- Class Activities; \*Class Organization; Classroom Research; \*Classroom Techniques; Elementary School Teachers; Learning Activities; Nongraded Instructional Grouping; \*Nontraditional Education; Personal Narratives; Primary Education; \*Teaching Methods

IDENTIFIERS- Developmentally Appropriate Programs; \*Mixed Age Groups; Vygotsky (Lev S)

This book reports on a three-part qualitative research study examining multiage classrooms from different perspectives. Part 1 of the book describes the activities of a K-3 multiage classroom, based on 40 days of observation and participation. The four chapters in this part offer a description of a typical day in the observed classroom; a brief overview of multiage practice in the school; a discussion of the elements of multiage teaching and learning; and a profile of the observed classroom's teacher. Part 2 of the book reports on the writing project portion of the research study. The chapters in this part include a discussion of the writers and the project; a description of 11 characteristics of multiage teaching and learning; and teaching stories of four primary level multiage classroom teachers from different schools. Part 3 uses the writings of Lev Vygotsky to obtain another perspective on

Time Allocation and Cost Analysis" (Oscar Harkavy, James T. Bond); (11) "Realistic Expectations: Review of Evaluation Findings" (Mary Lerner); and (12) "The Child Survival/Fair Start Initiative in Context" (Robert Halpern and others). Contains 52 references. (TJQ)

ED 367 484

PS 022 139

Cromwell, Ellen S.

Quality Child Care: A Comprehensive Guide for Administrators and Teachers.

PUB DATE- 94

NOTE- 474p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Child Caregivers; \*Day Care; \*Day Care Centers; Early Childhood Education; Educational Planning; Elementary Education; Guidelines; Preschool Curriculum; Program Development; Program Implementation; \*School Age Day Care; School Organization

IDENTIFIERS- \*Child Centered Education; \*Developmentally Appropriate Programs; Learning Environment

This book is designed as a guide for implementing quality child care environments at preschool and school-age levels for children ages 1 through 10. Evolving from a child-centered philosophy, the book contains six integrated and interdependent sections that respectively, provide an overview of child care and discuss child care center design, leadership and staff, child development, child-centered curriculum, and child-centered environment. Part 1 offers historical and contemporary perspectives on child care as well as a look at the challenges for child care in the future. Part 2 discusses the details involved in planning and opening a day care facility, including legal and operational considerations. Part 3 covers governance and administrative aspects of the child care center and offers advice on staffing. Part 4 discusses child development theories and practices, and offers a profile of the child and childhood needs and their relationship to day care. Part 5 examines each of the four components of the "PLAN" curriculum: play, learning, the arts, and nurturing. The final part of the book offers guidelines on planning and using the indoor and outdoor spaces of the child care environment. Three appendices include: (1) legal operational materials; (2) staff materials; and (3) health, medical, nutrition, and safety guidelines. References and additional resources are included with each chapter. (TJQ)

ED 367 485

PS 022 140

Greenspan, Stanley I.; Salmon, Jacqueline

Playground Politics: Understanding the Emotional Life of Your School-Age Child.

PUB DATE- 93

NOTE- 315p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Academic Achievement; \*Affective Behavior; Child

Infant's Sixth Sense: Awareness and Regulation of Bodily Processes" (Stephen W. Porges); (4) "Sensory Contributions to Action: A Sensory Integrative Approach" (Marie E. Anzalone); (5) "Sensory Experiences in Infancy" (Lois Barclay Murphy with Rachel Moon); and (6) "An Earlier Head Start: Planning an Intervention Program for Economically Disadvantaged Families and Children Ages Zero to Three" (Edward Zigler and Sally J. Styfco). The newsletter also contains notes from the retiring director of Zero To Three; a letter to the editor; and descriptions of several videotapes and publications on topics related to child development. (BC)

ED 367 505

PS 022 200

Higgins, Margaret  
Establishing Articulation Practices for Middle School Students.  
PUB DATE- 93

NOTE- 53p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Elementary Education; \*Elementary School Students;  
Grade 6; Intervention; \*Middle Schools; Parent School  
Relationship; \*Program Effectiveness; Surveys; \*Transitional  
Programs

IDENTIFIERS- Middle School Students

This practicum was designed to meet the needs of elementary school students making the transition to middle school. Incoming grade 6 students from five K-5 feeder schools were receiving insufficient articulation from the new middle school to permit them to make a smooth transition. An intervention program was developed and instituted which included middle school visitation days, a student handbook, parent orientation evenings, an open house, student-produced media presentations, pen-pal letters, and parent information booklets. Pre- and post-test surveys of new grade 6 students found that student attitudes were more positive about the middle school experience after participating in the program than prior to it. It was also found that the number of student schedule change requests declined. Five appendixes contains copies of pre- and postintervention guidance counselor and student surveys and recommendations from "Turning Points: Preparing American Youth for the 21st Century." (MDM)

ED 367 506

PS 022 201

Arzoumanian, Linda Lee  
Increasing Community College Child Development Associate (CDA)  
Advisor Skills in Recording Observations as a Component of a  
Competency-Based Assessment.

PUB DATE- 94

NOTE- 74p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Academic Advising; Community Colleges; Competency  
Based Education; Early Childhood Education; \*Faculty Advisers;  
\*Inservice Education; \*Observation; Preservice Teacher  
Education; \*Staff Development; Staff Orientation; Two Year  
Colleges

IDENTIFIERS- CDA; \*Child Development Associate; \*Competency Based  
Assessment; Context Input Process Product Evaluation Model  
This report describes a program designed to promote the use of

contains many photographs. (SV)

ED 367 524

RC 019 520

Samson, Alana; And Others  
Childhood Sexual Abuse. A Booklet for First Nations Adult  
Survivors.

PUB DATE- 92

NOTE- 52p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-  
Classroom Use (For Administrative and Support Staff, and for  
Teachers, Parents, Clergy, etc. in Non-Classroom situations)  
(055), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adults; American Indians; \*Canada Natives; \*Child  
Abuse; \*Cultural Differences; Foreign Countries; Individual  
Characteristics; Legal Problems; \*Legal Responsibility; Self  
Concept; \*Sexual Abuse; \*Social Services

IDENTIFIERS- British Columbia

This booklet offers information about sources of help for First Nations adult survivors of childhood sexual abuse, particularly in Canada. It explains the definition of sexual abuse and describes the specifics of the law regarding such abuse. Descriptions of common aspects of childhood sexual abuse include quotes from adult survivors. Long-term effects of sexual abuse include problems with: (1) low self-esteem and feelings of powerlessness; (2) feelings in general; (3) body issues; (4) intimacy; (5) sexuality; (6) parenting; (7) employment; and (8) ongoing family issues. The booklet discusses the history of sexual abuse in First Nations communities and the problem of denial in those communities today. It lists various resources to aid in recovery such as community support, talking to partners or friends, calling a sexual assault center, calling a crisis line, seeing a private counselor or therapist, or going to a survivors' support group. Possible sources of funding for counseling are the Medical Services Branch of Health and Welfare Canada, employee assistance programs, or Criminal Injury Compensation. Guidelines for reporting abuse are given that explain aspects of reporting to the police and emphasize the legal obligation of certain professionals to report suspicions of child abuse to authorities. A glossary and a bibliography are included. (KS)

ED 367 525

RC 019 523

Partners in Community Leadership: Youth and Adults Working  
Together for Better Communities.

PUB DATE- Oct 93

NOTE- 291p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adolescents; Adults; Community Coordination;  
\*Community Development; Community Leaders; Community Programs;  
Community Resources; \*Extension Education; \*Intergenerational  
Programs; \*Leadership Training; Rural Areas; \*Rural  
Development; \*Training Objectives; Youth

IDENTIFIERS- Action Plans; \*Youth Participation

Partners in Community Leadership is an educational program for rural youth aged 15-18 and adult volunteers that blends youth leadership, community development, and youth-adult partnerships. In addition to sections on program preparation,



additional resources for teachers and students that include a glossary of 20 terms, a list of people and organizational resources, and a list of 6 publications and references. (MDH)

ED 367 542

SE 054 043

Midkiff, Ruby Bostick; Thomasson, Rebecca Davis  
A Practical Approach to Using Learning Styles in Math Instruction.

PUB DATE- 93

NOTE- 121p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010)

DESCRIPTORS- \*Cognitive Style; Elementary Secondary Education;

\*Instructional Improvement; Learning Activities; Learning Theories; Manipulative Materials; Mathematics Achievement; \*Mathematics Instruction; Mathematics Skills; Models; Portfolios (Background Materials); Retention (Psychology); Sex Differences; Spatial Ability; \*Teaching Methods

IDENTIFIERS- \*Authentic Assessment; Mathematical Thinking

Instruction based on learning styles has received little attention in the recent reform efforts in mathematics education. The purpose of this book is to address the improvement of mathematics instruction through sensitivity to learning styles. The introduction discusses the scope and rationale of the book. Chapter 2 documents the need for improvement in mathematics education and addresses how both curriculum and instruction must change to prepare students to function in the 21st century. Chapter 3 provides a comprehensive overview of learning styles. Chapter 4 discusses the effective use of manipulatives and provides a sample lesson to serve as a model for future use. Chapter 5 addresses the use of spatial reasoning as a way to reduce gender differences in mathematics achievement. Chapter 6 presents activities that aid retention of mathematical concepts and skills. Chapter 7 introduces the use of portfolios as a method to implement authentic assessment. Chapter 8 summarizes the key ideas presented in the book. (Contains 128 references and an index.) (MDH)

ED 367 543

SE 054 049

Atweh, Bill, Ed.; And Others

Contexts in Mathematics Education. Proceedings of the Annual Conference of the Mathematics Education Research Group of Australasia (MERGA) (16th, Brisbane, Queensland, Australia, July 9-13, 1993).

PUB DATE- Jul 93

NOTE- 579p.

LANGUAGE- English

EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Constructivism (Learning); \*Context Effect; Cultural Context; Elementary Secondary Education; Foreign Countries; Mathematical Concepts; Mathematics Achievement; Mathematics Curriculum; \*Mathematics Education; Problem Solving; Social Influences

IDENTIFIERS- Australia; \*Mathematics Education Research;

\*Mathematics Education Research Group of Australia

These proceedings contain 4 keynote addresses and 88 papers concerning the theme of the conference: Contexts in Mathematics Education. The four keynote addresses are: (1) "Contemplating Cultural Context" (Bill Barton); (2) "Conceptualising Cultural and Social Contexts in Mathematics Education" (Alan Bishop);

LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Guides/Methods/Techniques (For Practitioners) - Classroom  
Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- Childrens Literature; \*Content Area Reading;  
Elementary Education; \*Geography Instruction; Interdisciplinary  
Approach; Learning Activities; \*Reading Skills; \*Sequential  
Approach; \*Social Studies; Teaching Methods; Vocabulary  
Development

This document discusses the advantages of integrating social studies--geography in particular--and reading skills. Time is saved because literature based reading is a high interest means of introducing social studies concepts and vocabulary to children. Skills can be taught using the vocabulary from the social studies unit. This paper presents generic activities that can be used in many ways and adapted to almost any social studies unit or literature based reading program. The reading skills activities presented in this article are vowel sounds, blends, rhymes, digraphs, vocabulary drill, alphabetical order and sequencing, describing words, sorting and classifying words, compound words, syllable identification, and compare and contrast exercises. Integrating social studies and reading skills serves two purposes: (1) to reinforce reading skills and (2) to reinforce social studies vocabulary and concepts. Integrating reading skills with social studies vocabulary allows teachers opportunities to see if students can apply these skills in a non-reading situation. Activities discussed are brainstorming, crossword puzzles, sorting and classifying, puzzle boxes, word searches, alphabetical lists, word and picture matches, and designing travel brochures and posters. Illustrative figures are included for brainstorming, sorting, crossword puzzles, classifying, sorting, acrostics, blends and digraphs, puzzle boxes, word searches, vowel sounds, alphabetical order, dot to dot tracing, word and picture match, and describing and rhyming words. (DK)

ED 367 564

SO 023 707

Brown, Carol S.  
K-12 Social Science. Program Evaluation. Agenda 93-225.  
PUB DATE- Sep 93  
NOTE- 57p.; For an earlier evaluation, see ED 328 476.  
LANGUAGE- English  
EDRS Price- MF01/PC03 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- \*Course Content; Curriculum Evaluation; Elementary  
Secondary Education; Program Evaluation; \*Social Studies  
IDENTIFIERS- Des Moines Public Schools IA

This document is an evaluation of the social science program in the Des Moines (Iowa) Public Schools. The program is a traditional instructional program that grows conceptually with the student and is designed to meet the needs of students and society. The elementary program meets state guidelines and is the expanding horizon program researched and recommended by the National Council of Social Studies. The program begins with a study of self in kindergarten and progresses to a study of family, neighborhoods, communities, regions, and United States history. The secondary curriculum also meets state and national guidelines. This program includes local, state, and national government, world and United States history, economics, and African American studies. The program provides a balance between American and world studies, history and current issues, and emphasizes a multicultural and nonsexist approach. The

Bezruczko, Nikolaus; Schroeder, David M.  
Artistic Judgment III: Artist Validation. Technical Report 1991-1.  
PUB DATE- Dec 91

NOTE- 112p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Aptitude Tests; Art Education; \*Artists; \*Career  
Choice; \*Cognitive Ability; Comparative Analysis; Higher  
Education; Interest Inventories; Thinking Skills; \*Visual Arts  
IDENTIFIERS- Artistic Thought

Two studies compared the visual preferences, cognitive abilities, and occupational interests of artists and nonartists. Study One compared scores on an experimental battery of artistic judgment tests for three groups: professional artists, Johnson O'Connor Research Foundation examinees in art-related professions, and Foundation examinees not in those fields. Study Two compared the two groups of Foundation examinees on the standard Foundation battery and the interest scales of the Career Occupational Preference System (COPS). In Study One, the artists and nonartists differed significantly on all tests in the experimental battery. On the Barron-Welsh Art Scale (BWAS), the professional artists scored significantly higher than a nonartist sample studied previously. In Study Two, on the standard battery tests, artists scored significantly higher than nonartists in Inductive Reasoning, Structural Visualization, Paper Folding, Memory for Design, Observation, and Tweezer Dexterity. Study Two also showed that artists and nonartists differed in their occupational interests, with artists showing significantly higher interest in artistic occupations, and significantly less in science, business, and computation related fields. The Design Judgment Test, Visual Design Test scales, and the Proportion Appraisal Consensus and .67 scales were shown to be valid in distinguishing artists from nonartists. Further research should be conducted into the relationship between artistic judgment and education and training in the visual arts. (Contains 104 references and four appendices.) (Author/S6)

Churchill, S.  
Cultural and Intercultural Aspects of Education: A New  
Responsibility for Teachers.

PUB DATE- Sep 92

NOTE- 12p.; Paper presented at the United Nations Educational, Scientific, and Cultural Organization International Conference on Education (43rd, Geneva, Switzerland, September 14-19, 1992). For related items, see ED 366 538-547 and SO 023 764.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Aesthetic Education; \*Cultural Education;  
\*Curriculum Development; Educational History; Elementary  
Secondary Education; Higher Education; \*Teacher Role

A discussion of the role of teachers should begin with some of the fundamental questions that teachers themselves raise in discussing such matters. The starting point for teachers' work is the curriculum, the officially prescribed set of courses of study that they are expected to teach. The basic curriculum

based on a survey of 266 students, examined the influence of the experiences on students' knowledge and skills. Students' knowledge responses are analyzed within the categories of: (1) professional knowledge (general teaching, discipline, teachers, students, and evaluation); (2) content knowledge; (3) context (level, city/urban, general environment, special education sites, and open schools/private); and (4) self-knowledge. Students' responses concerning the identification of skills they developed are analyzed in terms of professional skills associated with classroom instruction, content skills related to teaching within a particular content area, context skills related to specific sites, and self-skills relating to personal development. Data support the importance of field experience as a vehicle for knowledge acquisition. (JDB)

ED 367 600

SP 035 012

Cromwell, Ronald R.; Croskery, Beverly  
Building a New Paradigm: A Staff Development Program That Is Seeking To Reach Each Child's Potential through Knowing and Using the Seven Intelligences.

PUB DATE- 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Curriculum Development; Educational Change; Elementary Secondary Education; Experiential Learning; Higher Education; \*Inservice Teacher Education; \*Intelligence; Staff Development; \*Student Development; \*Teaching Methods; \*Theories  
IDENTIFIERS- \*Multiple Intelligences

Inservice training sessions were provided for teachers from elementary to high school level on the topic of Howard Gardner's theory of multiple intelligences and its application to instruction and curriculum. In the training, participants experience, plan, and reflect on the intelligences and their uses in their lives and their classrooms. The training follows a four-step model developed by David Lazear which involves awakening, amplifying, teaching, and transferring intelligences. In awakening, the intelligence is engaged; amplifying allows for that intelligence to gain strength; teaching uses that intelligence to learn material; and transferring helps enable the person to understand the intelligences and how they might be utilized and integrated into daily learning and activities. The training sessions have been rated very positively by participants, and participants believed unanimously that the multiple intelligences material would help them do a better job of teaching and/or supervising staff. It is felt that making use of multiple intelligences can help in restructuring classrooms into places where everyone can have a higher degree of success. (JDB)

ED 367 601

SP 035 017

MacIsaac, Doug; Brookhart, Linda  
A Partnership Approach to New Teacher Induction.

PUB DATE- Feb 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 16-19, 1994).

LANGUAGE- English

(149)

DESCRIPTORS- \*Competency Based Teacher Education; Educational Practices; Elementary Secondary Education; Higher Education; Mainstreaming; Needs Assessment; Preservice Teacher Education; Program Development; \*Student Educational Objectives; \*Teacher Competencies; \*Teacher Education Curriculum; \*Teacher Education Programs

IDENTIFIERS- \*Diversity (Student); \*Inclusive Schools; Preservice Teachers

This project identifies the competencies and knowledge required by elementary and secondary teachers to accommodate the needs of an inclusive classroom. Utilizing a literature review and the results of surveys completed by teachers who had been successful while teaching in inclusion classrooms, a 10-member focus group developed the following competencies to be added to the curricula of the teacher education programs: (1) knowledge of foundations of education for pupils with diverse needs; (2) knowledge of how pupils with diverse cognitive, motor, and/or social/behavioral needs learn; (3) the ability to use appropriate assessment data to plan and implement instruction; (4) the ability to plan safe, positive, and supportive learning environments; (5) knowledge of principles and applications of instructional effectiveness; (6) competency in the processes needed to establish constructive pupil-teacher and pupil-pupil interpersonal relationships; (7) the ability to implement individual and group behavior management procedures; (8) knowledge of the principles related to the development of collaborative relationships with colleagues; (9) the ability to collaborate with parents; (10) knowledge of general management; and (11) the ability to cooperatively develop, implement, and evaluate individualized education and family service plans. (LL)

ED 367 619

SP 035 043

Murray, David R.

An Analysis of Alumni Perceptions towards Attainment of Outcome-Based Competencies in Teacher Education.

PUB DATE- Jan 94

NOTE- 26p.; Submitted in partial fulfillment of the Vermont State accreditation process.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Accreditation (Institutions); \*Competency Based Teacher Education; Elementary Secondary Education; Followup Studies; Higher Education; \*Outcomes of Education; \*Program Attitudes; \*Program Effectiveness; Program Evaluation; Teacher Attitudes; \*Teacher Competencies; \*Teacher Education Programs

IDENTIFIERS- Castleton State College VT; \*Outcome Based Education

This paper reports on a follow-up survey of alumni (N=104) who had pursued degrees through the Education Department at Castleton State College (VT). The questionnaire was concerned with alumni perceptions regarding the attainment of outcome-based competencies. The quantitative data reported respondents' knowledge about subject matter and the learner, professional characteristics, planning, instructional methods, classroom environment and management, communications, and evaluation. A majority of alumni indicated that addressing specified competencies was the program's greatest strength. Program weaknesses were found in the areas of classroom management and student evaluation skills. Perceived strengths and weaknesses identified through the survey have been validated by faculty and changes are being incorporated into a 5-year development

district was problematic because of feelings of insignificance and isolation, late hires, changes of teaching assignments after hire, and placement in fields inconsistent with training or experience; (2) the most often stated need was for assistance in gaining knowledge of district and building policies and procedures, followed by the needs for resources, a clearer definition of what was expected of them, and more feedback on how they were doing; (3) almost all teachers who worked with mentors acknowledged gaining some benefit; (4) high school and specialty teachers were more inclined to be disappointed with a "generalist" mentor; (5) mentored teachers tended to seek out help from more people, more often, and for more needs than did nonmentored teachers; and (6) teachers identified as being "at risk" regarding retention included new teachers between the ages of 31 and 35, middle school teachers, whites, and those hired on short notice. (Contains 15 references.) (JDB)

ED 367 638

SP 035 079

Boser, Judith A.; Kennedy, Rosa L.  
Teacher Interns' Commitment to Teaching.

PUB DATE- Nov 93

NOTE- 17p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- Elementary Secondary Education; Employment Patterns; \*Extended Teacher Education Programs; Higher Education; Internship Programs; Preservice Teacher Education; \*Teacher Attitudes; \*Teacher Employment; \*Teacher Interns; \*Teacher Persistence

IDENTIFIERS- \*University of Tennessee Knoxville

A year-long teaching internship in lieu of student teaching has been offered by the College of Education at the University of Tennessee, Knoxville, with special funding targeted toward individuals who already had received undergraduate degrees in areas of study other than education and who were seeking teacher certification at the secondary level. The program was later expanded to include other students, in both elementary and secondary education. The program includes intensive courses during the summer, a teaching internship throughout the school year, and coursework on campus during the summer following the internship. A survey was conducted of 107 individuals who had completed teaching internships, and employment information was obtained for an additional 33 interns. The study presented the following tentative conclusions: (1) those who complete the internship are committed to the profession; by the time 2 years had elapsed since program completion, all interns had applied for teaching positions; (2) a very small percentage of the interns who had been certified for a year or more reported they had never taught; and (3) the primary career pattern for interns is to enter teaching after completing the program or after graduate school and teach every year. (Contains 18 references.) (JDB)

ED 367 639

SP 035 080

Bol, Linda; Strage, Amy  
Relationships among Teachers' Assessment Practices and their Student Outcome and Study Skill Development Goals.

used to help student teachers deal with some of the problems connected with classroom management, such as discipline and motivating students to learn. The book is organized into four parts. Part 1 is devoted to the beginnings of the student teaching experience and includes the following chapters: (1) "The Realities of Student Teaching"; and (2) "Anticipation and Preparation: Contending with Anxieties, Fears, and Problems." Part 2 on crucial relationships of the student teaching experience includes the following chapters: (3) "Relationship with the Cooperating Teacher: The Foundation of Effective Student Teaching"; (4) "Relationship with the College Supervisor: Learning from the 'Third-Party' Mentor"; (5) "Relationship with Students: Challenges, Pains, and Satisfaction"; and (6) "Relationship with Parents, Principal, and Others: Figures in the Background." Part 3 on curriculum and classroom management includes the chapters: (7) "Curriculum: How To Stimulate Interest and Learning"; (8) "Expectations: What You Expect of Your Students"; (9) "Classroom Management: Discipline for a Productive Learning Environment"; and (10) "Relating and Coping as Classroom Management." The final part addresses special concerns of the student teacher: (11) "The Student Teacher As a Person" and (12) "From Student Teacher to Teacher." (Contains approximately 75 references.) (LL)

ED 367 657

SP 035 105

AIDS: A Catholic Educational Approach to HIV (Human Immunodeficiency Virus): Teacher's Manual and Implementation Guide. Revised Edition.

PUB DATE- 92

NOTE- 227p.; For the previous edition of the teacher's manual and implementation guide, see ED 304 611-612.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Acquired Immune Deficiency Syndrome; Catholic Educators; \*Catholic Schools; Communicable Diseases; Curriculum Guides; Decision Making Skills; Disease Control; Elementary Secondary Education; \*Health Education; \*Health Promotion; Inservice Teacher Education; Learning Activities; Parent Participation; Prevention; Religious Factors; Teaching Guides; \*Values Education

IDENTIFIERS- Age Appropriateness; New Testament

This curriculum guide aims to help teachers and students in Catholic schools and parish religious education programs to: (1) become more deeply rooted in Gospel values and Catholic moral teaching; (2) understand the HIV virus and the disease which it causes, Acquired Immune Deficiency Syndrome (AIDS); and (3) develop decision-making and leadership skills to protect themselves and others from HIV and AIDS. The program has two components--a teacher's manual and an implementation guide. The manual provides teacher's materials (student hand-outs, transparency masters, lesson plans, activities) and methodology, a scope and sequence chart of HIV/AIDS-related learning objectives, and suggested, age appropriate lessons for K-12 students. The teacher's manual also includes: articles used for lessons and background--"Address at Mission Dolores" by Pope John Paul II; "AIDS: Time for a Moral Renaissance" by Cardinal Basil Hume; "A Challenge and a Responsibility" by Cardinal Joseph Bernardin; and "Human Viruses: Tape Cassette Analogy" by Laurence A. Hunt; a list of universal precautions to prevent the spread of infectious diseases in school

Studies; \*Educational Facilities; \*Educational Facilities Planning; \*Educational Finance; \*Higher Education; Policy Formation; Public Policy; Real Estate; Resource Allocation; Utilities

IDENTIFIERS- Association of Physical Plant Administrators; Denison University OH; Facility Alternatives; Facility Management; Purdue University IN; State College and University Systems; Tennessee; Vanderbilt University TN

This publication presents 18 papers from the 1990 institute on facilities finance in higher education. An introduction is by Walter W. Shaw. Papers are: (1) "Facilities as a Capital Asset" by Sean C. Rush; (2) "State Issues in Capital Management" by Brenda N. Albright; (3) "Policy-making Issues" by Frederick R. Ford; (4) "Financing Options" by David M. Cyganowski; (5) "Funding Sources" by John W. Gibb; (6) "Sale/Leaseback: A Brief Discussion" by David M. Cyganowski and John W. Gibb; (7) "Contracting for Services" by William D. Middleton; (8) "Real Estate Management: A Growing Institutional Responsibility" by Myron P. Curzan; (9) "Campus Planning" by Clinton N. Hewitt; (10) "Vanderbilt University Boiler Plant Expansion Report" by Jon M. Gullette; (11) "Utilities Paybacks" by Dennis C. Watson; (12) "Building New versus Renewal or Renovation" by William D. Middleton; (13) "Case Study: State of Tennessee System" by Brenda N. Albright; (14) "Case Study: Purdue University" by Frederick R. Ford; (15) "Case Study: Vanderbilt University" by Jon M. Gullette; (16) "Case Study: Denison University" by J. Leslie Hicks, Jr.; (17) "The Outlook for the 1990s in Higher Education" by Arthur M. Hauptman; and (18) "Making Tough Budget Choices" by William S. Gardiner. An appendix contains a paper on "Principles of Accounting" by R. Eugene Hindman, Jr. Also included is a list of speakers at the institute. (Contains 72 references.) (JB)

ED 367 211

HE 027 160

Scholarship Guide & Bibliography: A Guide to Locating and

Applying for Postsecondary Scholarships.

PUB DATE- Oct 92

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Annotated Bibliographies; \*Financial Aid Applicants; Higher Education; Minority Groups; \*Scholarships; Student Financial Aid

IDENTIFIERS- \*Washington

This publication for students in Washington State is a guide to locating and applying for postsecondary scholarships and a bibliography of scholarship resources. A section, "How to Search for Scholarships," describes in eight steps the process of locating scholarships that fit a student's talents and abilities. The section, "How to Make a Successful Scholarship Application," gives tips on how to construct a competitive application. This section contains a sample format for a scholarship information request addressed to an institution. The last section, "The Scholarship Bibliography," cites over 150 resource books which list actual scholarship opportunities. Most of the publications included in this bibliography are available in public libraries. These resources are listed under the following categories: general, academic disciplines and athletics, foreign study, foundations, graduate and



This paper describes an interdisciplinary approach to the study of international management in Latin America, as offered in a course for advanced language (Spanish) students majoring in international management at the American Graduate School of International Management (Arizona). One of the goals of the course was to explain the history, traditions, and values of Latin American societies through chosen themes. One of the themes chosen was the search for identity by the Latin American people and the repercussions in the international business sphere, targeting specifically Mexico. The unit of study began with a review of Latin American geography, which led to discussion of the mixture of races and its consequences. Literary texts were chosen to recreate the historical epoch in which the issue of identity was vital; such texts present cultural behaviors which sometimes conflict among themselves, thus creating a microcosm. Students also presented reports about modern Mexico and discussed current events there. In order to avoid presenting only cultural contrasts, stereotypes, and isolated characteristics, the course recreated a more complete system of cultural practices in extended contexts with authentic materials. (JDD)

ED 367 230

HE 027 196

Lewis, Jeanne G.; Roth, Margarete M.  
International Business and Liberal Arts Education: Building a Better Mousetrap.

PUB DATE- Apr 93

NOTE- 13p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions)  
(141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Area Studies; \*Business Administration Education;  
\*Cultural Awareness; Cultural Context; Cultural Influences;  
\*Curriculum Development; General Education; \*Global Approach;  
Higher Education; \*Interdisciplinary Approach; International  
Studies; \*Liberal Arts; Majors (Students); Skill Development  
IDENTIFIERS- \*Illinois Benedictine College

American business education results in practitioners with high-level business skills but lacking the broader knowledge and habits of thought that enable them to use these skills in the complex global marketplace. This knowledge should include familiarity with the economic, political, social, and cultural diversity that is part of the human heritage, and an understanding of how these factors structure the contexts in which business is done. With these considerations in mind, Illinois Benedictine College constructed a multidisciplinary program combining traditional functional instruction with discipline-based instruction in international history, comparative economics, and other relevant international social sciences and humanities, including an 18-hour foreign language requirement. Many special courses were developed by the history, political science, economics, and language departments; some were team-developed and/or team-taught. The major builds an understanding of the nature of culture and cultural processes that can be applied to specific social and cultural systems. Some area-specific culture and business courses are also offered. Two additional programs developed include weekend minicourses outlining social and cultural

future orientation in faculty; and (4) alert faculty to trends that are converging/diverging, speeding up/slowing down. The following phases of scanning process are discussed: formation of a scanning team; the search for and selection of information resources to scan, the initiation of scanning and the establishment of a record-keeping system, analysis and reporting of results, and determination of the special actions to be taken based on the scanning results. Attached are several documents that can be used in environmental scanning, including a sample keyword checklist and a form for recording a summary of information found. (Contains 15 resources.) (GLR)

ED 367 249

HE 027 216

Leap, Terry L.  
Tenure, Discrimination, and the Courts.

PUB DATE- Sep 93

NOTE- 224p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- \*College Faculty; \*Court Litigation; \*Equal Opportunities (Jobs); \*Faculty Evaluation; \*Faculty Promotion; Higher Education; Job Performance; Legal Problems; Racial Discrimination; Sex Discrimination; Teacher Effectiveness; \*Tenure

As more women and people of color hold academic jobs, the incidence of illegal employment discrimination in reappointment, tenure, and promotion decisions also increases. This book addresses how individual faculty members can defend themselves against unfair practices and how universities and colleges can protect themselves from being named in employment discrimination lawsuits. In addition, the book examines the factors precipitating lawsuits, the position the courts have taken on intervention, and the evidence the courts consider is necessary to be persuasive in these cases. The issues that underlie any fair and equitable employment policy are considered, the importance of research in evaluating candidates for tenure is assessed, and the questions of how best to measure teaching effectiveness and how much weight is usually given to such subjective aspects of a faculty member's job performance as collegiality and service are examined. An appendix provides a chart of the legal cases selected for the book, relating them to specific laws, the type of discrimination involved, the initial cause of action, whom the court's decision favored, and the pertinent issues involved. Contains case and general indexes. (GLR)

ED 367 250

HE 027 217

Strong Foundations: Twelve Principles for Effective General Education Programs.

SPONS. AGENCY- Lilly Endowment, Inc., Indianapolis, Ind.

PUB DATE- 94

NOTE- 90p.; Prepared by participants in the Project on Strong Foundations for General Education.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Opinions/Personal Viewpoints/Position Papers/Essays (120), Books (010)

DESCRIPTORS- College Faculty; Educational Change; Educational

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Alumni; College Graduates; Communication Skills; Comparative Analysis; Cultural Awareness; Graduate Surveys; Higher Education; \*Individual Development; \*Intellectual Disciplines; Interpersonal Competence; Majors (Students); Mathematics Skills; \*Skill Development

This study compared the responses of 4,068 alumni with different academic majors on a questionnaire of dimensions of growth and development (personal/social skills, quantitative skills, verbal skills, and cultural understanding skills) to determine if students with different academic majors responded differentially to these dimensions. The Alumni Satisfaction Survey was administered to graduates from the Universities of Tennessee at Chattanooga, Martin, and Knoxville. Analysis revealed considerable differences among alumni with different majors. Alumni who majored in such areas as communication, education, human ecology, and nursing believed their education developed their personal/social skills; whereas alumni who majored in agriculture, business, engineering, science, and nursing felt their majors facilitated growth and development in quantitative skills; agriculture and communication majors felt their educational experience developed their verbal skills; and alumni with architecture, communication, human ecology, humanities, or social science majors believed that their education contributed to their cultural understanding. Findings suggests that, although the curriculum, and possibly the ethos, of an academic department appears to reinforce certain dimensions of growth and development more than others, the context of the collegiate experience may have the strongest influence. The appendix presents the study's statistical data. (Contains an 11-item bibliography.) (GLR)

ED 367 268

HE 027 242

Fjortoft, Nancy

Factors Predicting Faculty Commitment to the University.

PUB DATE- May 93

NOTE- 26p.; Paper presented at the Annual Forum of the Association for Institutional Research (33rd, Chicago, IL, May 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Rank (Professional); \*College Faculty; \*Departments; \*Employee Attitudes; \*Faculty College Relationship; Governance; Higher Education; Individual Power; Job Satisfaction; Participant Satisfaction; Participative Decision Making; Teacher Attitudes; Teacher Motivation

This paper examines the effect of faculty rank, satisfaction with salary, working conditions, institutional reputation, perceived influence on institutional policies, participation in meetings, and perceived governance on organizational commitment (at both the departmental and institutional level) using a representative sample of 4,925 faculty. Study results revealed that although satisfaction with salary and working conditions was not significant in predicting commitment to the department it was significant in predicting commitment to the university. Full professors were found to be significantly more committed to the institution than lower ranked professors. Regression analysis revealed the importance and the power of faculty members' perceived influence on policy and participation in

teachers with the day-to-day challenge of assisting a wide range of students in becoming more computer literate. In addition, the book is useful for educators who want to know more about how they can help students become prepared for life in the Information Age. The focus is on problem solving in general and on the roles of computers in problem solving. Each chapter contains a rationale and overview of the corresponding chapter in the related student lessons book. The chapters also contain information on ways to coordinate the material with computer literacy courses and provide lesson plans for use as assignments. The book contains 19 lesson plans which include relevant transparencies. The book is based on the philosophy of discovery-based learning and uses journaling as an aid to learning. (Contains 47 references.) (TMK)

ED 367 288

IR 016 546

Bergmann, Peggy; Keanie, Marlene

Turtle Power: Beginning Graphics with "LogoWriter."

PUB DATE- 93

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Computer Assisted Instruction; \*Computer Graphics; Computer Software; Creativity; Critical Thinking; Elementary Education; \*Experiential Learning; Geometry; Graphs; Individualized Instruction; Learning Activities; Lesson Plans; Problem Solving

IDENTIFIERS- LOGO Programing Language; \*LogoWriter

LogoWriter provides the means through which students of varying backgrounds and abilities can experience different types of learning. It involves using problem solving, graphing, critical thinking, and other creative strategies. The lessons provided in this book contain ideas that allow beginners to explore various areas of Logo while using LogoWriter. Most lessons begin with the concrete, body-centered geometry and move to the abstract. Each lesson includes a variety of activities. The lessons can be conducted in various settings. They are intended as an introduction to LogoWriter and are designed for students with little or no experience in using the program. The book is divided into four parts: (1) Part 1 provides an overview, including an explanation of the hardware, software, and learning environment; (2) Part 2 is the graphics section, containing 14 lessons that explain the graphics of LogoWriter; (3) Part 3 describes art ideas and related activities; and (4) Part 4 contains information on resources which support LogoWriter. (TMK)

ED 367 289

IR 016 547

Jordan, Tricia S.

Turtle Time Designs: Working with Patterns in LogoWriter.

PUB DATE- 93

NOTE- 62p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Instructional Materials (For Learners)

(051), Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- \*Computer Assisted Design; \*Computer Graphics; Computer Software; Elementary Education; Illustrations;

Instructional Design; \*Instructional Development;  
\*Instructional Systems; Learning Processes; Models; \*Training  
Methods; Transfer of Training  
IDENTIFIERS- \*Intelligent CAI Systems; Intelligent Tutoring  
Systems; Interactive Systems; \*Knowledge Representation

The essays collected in this volume are concerned with the field of computer-based intelligent instruction. The papers are organized into four groups that address the following topics: particular theoretical approaches (3 titles); the development and improvement of tools and environments (3 titles); the power of well-engineered implementations and evaluations (5 titles); and implications for future research and development (1 title). The collection includes a preface entitled, "A Thematic Introduction to Intelligent Instruction: Progress toward Practice" (Marshall J. Farr and Joseph Psotka), and the following papers: (1) "Apprenticeship Training in the Workplace: Computer-Coached Practice Environment as a New Form of Apprenticeship" (Susanne P. Lajoie and Alan Lesgold); (2) "Automated Tutoring in Interactive Environments: A Task-Centered Approach" (Ursula Wolz, Kathleen R. McKeown, and Gail E. Kaiser); (3) "Explanation, Analogy, and Transfer in an Intelligent Tutoring System Paradigm" (Peter Pirolli); (4) "Control for Intelligent Tutoring Systems: A Comparison of Blackboard Architectures and Discourse Management Networks" (William R. Murray); (5) "Two Approaches to Simulation Composition for Training" (Douglas M. Towne and Allen Munro); (6) "Integrating Intelligent Tutoring, Computer-Based Training, and Interactive Video in a Prototype Maintenance Trainer" (Mark L. Miller and Scott R. Lucado); (7) "Semantically Constrained Exploration and Heuristic Guidance" (Henry Hamburger and Akhtar Lodgher); (8) "Transfer, Adaptation, and Use of Intelligent Tutoring Technology: The Case of Grace" (Wayne D. Gray and Michael E. Atwood); (9) "Design, Development, and Implementation of an Intelligent Tutoring System for Training Radar Mechanics To Troubleshoot" (Laura C. Kurland, Robert Alan Granville, and Dawn M. MacLaughlin); (10) "Intelligent Conduct of Fire Trainer: Intelligent Technology Applied to Simulator-Based Training" (Denis Newman, Mario Grignetti, Mark Gross, and L. Dan Massey); (11) "An Intelligent System for Training Space Shuttle Flight Controllers in Satellite Deployment Procedures" (R. Bowen Loftin, Lui Wang, Paul Baffes, and Grace Hua); and (12) "An Emerging Technology Gears Up" (Elliot Soloway). All of the articles contain references. (JLB)

ED 367 309

IR 016 584

Latchem, Colin, Ed.; And Others  
Interactive Multimedia: Practice and Promise.  
PUB DATE- 93  
NOTE- 250p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Software  
Development; Courseware; Display Systems; \*Educational Media;  
Foreign Countries; \*Hypermedia; Information Systems;  
Instructional Design; \*Interactive Video; Libraries;  
\*Multimedia Instruction; Nonprint Media; Optical Data Disks;  
Research and Development; Videodisks

IDENTIFIERS- Australia; \*Interactive Systems; \*Multimedia  
Materials

This book describes developments in interactive multimedia (IMM) in the early 1990s. Its aim is to provide educators, students, trainers, librarians, managers, and practitioners with an

A Historical Overview of the Pontifical College Josephinum and the A. T. Wehrle Memorial Library.

PUB DATE- Oct 93

NOTE- 57p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Dissertations/Theses - Master Theses (042), Historical Materials (060)

DESCRIPTORS- \*Church Related Colleges; \*College Libraries; Higher Education; \*Library Development; Library Materials; Religious Education; \*Special Libraries; \*Theological Education

IDENTIFIERS- Historical Background; \*Library History; \*Pontifical College Josephinum OH

A historical overview of the Pontifical College Josephinum and the A. T. Wehrle Memorial Library from 1888 to 1993 is presented. This is the only pontifical college outside Rome, Italy. Pontifical status reverses the tradition of local control by the bishop of the diocese. The college supports a curriculum of liberal arts and the School of Theology. The library supports the curriculum. A major strength of the library is the theological collection and archival materials in Latin and German. The published and unpublished primary sources used in this paper were based on "de visu" examination. This history is meant to stimulate further research into theological library history. (Contains 57 references.) (Author)

ED 367 330

IR 054 861

Kiefer, Rhonda

I'll Be Sending You Angels: A Bio-Bibliography of Cynthia Rylant.

PUB DATE- Jul 93

NOTE- 83p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Reference Materials - Bibliographies (131)

DESCRIPTORS- \*Adolescent Literature; Annotated Bibliographies; \*Authors; Awards; \*Biographies; \*Childrens Literature; Reading Materials

IDENTIFIERS- Rylant (Cynthia)

This paper is a bio-bibliography of Cynthia Rylant, exploring both her life and writings. The biography examines events in her life which have led to her development as a critically and internationally acclaimed children's author, with special emphasis placed on her childhood, since so many of her works have been inspired by her memories of those early years. Biographical and autobiographical materials published through February 1993 have been used. The bibliography, which includes all of her materials published in the United States through December 1992 (33 titles), is annotated; prominent awards or honors and selective reviews are included. The literature review supports Cynthia Rylant as an author destined to become a classic children's author and well-deserving of in-depth study. (Contains 16 references.) (Author)

ED 367 331

IR 054 862

Pultorak, Leslie A.

The Image of Librarians in Poetry, 1958-1993.

PUB DATE- Aug 93

NOTE- 56p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,

Science; Standards; \*Telecommunications  
IDENTIFIERS- \*Transborder Information Flow

The purpose of this guide is to provide library and information professionals with a brief history of telecommunications and transborder data flow (TDF) as well as an annotated listing of available resources and organizations concerned with these topics. The bibliography is organized into 14 themes: (1) communication--international; (2) computer--international cooperation and standards; (3) computers--political aspects; (4) information networks--standards; (5) information services--international; (6) information technology; (7) library science--technological innovations; (8) research organizations; (9) telecommunications--bibliography; (10) telecommunications--law and legislation; (11) telecommunications--library and information science; (12) telecommunications policy; (13) telecommunication standards; and (14) transborder data flow. The guide emphasizes the importance of remaining aware of newly created standards, treaties, laws and conventions as well as restrictions on use and availability of information. Two additional resources are appended: "Guidelines on the Protection of Privacy and Transborder Flows of Personal Data" and "Convention for the Protection of Individuals with Regard to Automatic Processing of Personal Data." (TMK)

ED 367 352

IR 054 900

Kircher, Pamela

Appraisals of Charlotte Mew's Poetry 1916-1989: An Annotated Bibliography and Critical Essay.

PUB DATE- Dec 90

NOTE- 78p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses

(042), Opinions/Personal Viewpoints/Position Papers/Essays

(120), Reference Materials - Bibliographies (131)

DESCRIPTORS- Annotated Bibliographies; Biographies; Females;

\*Literary Criticism; \*Poetry; \*Poets; Research Needs; Sex

Differences; Synthesis

IDENTIFIERS- \*Mew (Charlotte)

The purpose of this essay and bibliography is to present a review of criticism of poet Charlotte Mew. The essay synthesizes the salient critical comments under the topics of historical context, language, obscurity, biography, distancing, religion and philosophy, technique, and male/female issues. It draws conclusions as to the comprehensiveness of the criticism and points out potential areas for further study. The extensive bibliography annotates biographical material about Mew and criticisms of her poetry from 1916 to 1989. The literature search on criticisms included periodicals, monographs, monograph chapters, and dissertations. Arrangement is chronological by publication date, and each entry is followed by an abstract of the document's contents. An alphabetical index to the authors of the appraisals is included. (Author/TMK)

ED 367 353

IR 054 901

Ocran, Adelaide F.

Cataloging Backlog in Academic and Public Libraries: The Case of Ohio.

PUB DATE- Nov 90

NOTE- 39p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

EDRS Price- MF01/PC03 Plus Postage.  
 PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
 Questionnaires, Evaluation Instruments (160)  
 DESCRIPTORS- \*Childrens Libraries; Formative Evaluation; Library  
 Services; Preschool Education; \*Public Libraries; Puppetry;  
 Reading Aloud to Others; Story Reading; \*Story Telling;  
 \*Toddlers  
 IDENTIFIERS- Story Boards; Westerville Public Library OH  
 This exploratory survey analyzes the toddler story time program  
 at the Westerville Public Library (Ohio) for a 9-month period.  
 One hundred thirty-five children between the ages of 24 and 36  
 months participated in the program with a parent or care giver.  
 Each program was limited to 15 children with their parents and  
 consisted of a 20-30 minute program one day each week for a  
 total of 5 weeks. Parents pre-registered their child by either  
 calling or visiting the library. Children currently enrolled in  
 one session were asked to wait an additional three days from  
 the opening date of registration before re-enrolling to give  
 more children an opportunity to participate. Because this was a  
 new program for the library, and due to the lack of existing  
 data in print from other public libraries, numerous variables  
 were experimented with, such as seating arrangement, repetition  
 of stories, use of nursery rhymes, use of routine, and use of  
 puppets. The pros and cons of each session were evaluated  
 through a questionnaire which each parent was asked to complete  
 on the fifth week of each session. Additionally, the  
 storyteller evaluated those aspects which succeeded and failed  
 during each session. A toddler program offers many benefits to  
 the child and his parent, the storyteller, and the library.  
 Fear of the unknown, however, makes this a difficult project to  
 initiate. More research and documentation will allow public  
 librarians to benefit from the experiences of others, and will  
 in turn benefit the children being served. Included in the  
 appendices are a list of toddler characteristics and books;  
 suggested new titles for toddlers; a sample publicity flyer; a  
 letter to parents; sample programs; and the evaluation  
 questionnaire. (Contains 42 references.) (Author/JLB)

ED 367 375

IR 054 923

Bi, Zhiwei

A Study of the Effectiveness of the OCLC CJK350 System: From the  
 Point of View of Chinese Language Library Users.

PUB DATE- Nov 90

NOTE- 62p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test,  
 Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Bibliographic Databases; \*Bibliographic Records;  
 Bibliographic Utilities; \*Chinese; Evaluation Methods; Foreign  
 Students; Higher Education; Ideography; \*Online Searching;  
 Romanization; \*Search Strategies; Users (Information); User  
 Satisfaction (Information)

IDENTIFIERS- \*OCLC

This study examines the Online Computer Library Center's (OCLC's)  
 CJK350 system with which one is able to input and retrieve  
 Chinese, Japanese, and Korean bibliographic records containing  
 both alphabetical and vernacular characters. In order to study  
 the effectiveness of the system from the Chinese language  
 users' point of view, a field test was conducted to collect  
 information. Each subject was given five unique citations in  
 Chinese scripts and asked to conduct a search in both the roman  
 mode and CJK mode with three types of search keys: title;



in study material processing; (2) manuals should provide guidelines for both course syllabi and study guide preparation; (3) the materials and techniques used should meet the unique learning needs of the student audience; and (4) NMTC should establish standards for syllabus and guide preparation. It was also recommended that NMTC faculty be provided with the manual and that inservice training be provided. Letters of support, the faculty survey instrument, and the faculty resource manual are appended. (Author/BCY)

ED 367 394

JC 940 146

Overlock, Terrence H., Sr.  
Comparison of Effectiveness of Collaborative Learning Methods and Traditional Methods in Physics Classes at Northern Maine Technical College.

PUB DATE- Feb 94

NOTE- 29p.; Ed.D. Practicum, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- Classroom Techniques; Comparative Analysis;

\*Cooperative Learning; \*Lecture Method; Outcomes of Education;

\*Physics; \*Science Instruction; Scores; Teaching Methods;

Technical Institutes; Two Year Colleges

IDENTIFIERS- Northern Maine Technical College

To determine the effect of collaborative learning methods on the success rate of physics students at Northern Maine Technical College (NMTC), a study was undertaken to compare the mean final exam scores of a students in a physics course taught by traditional lecture/lab methods to those in a group taught by collaborative techniques. The traditional group consisted of 18 students and utilized lectures, discussion of assigned readings, in-class discussion of related physics problems, and common laboratory assignments. The collaborative group included 12 students and utilized short lectures and collaborative assignments, tests, and laboratory assignments. The mean final score was calculated for each group and a two-tailed t-test was conducted to test against the null hypothesis that there would be no significant difference between the two groups' mean scores. The traditional group earned a mean score of 19.11, while the collaborative group earned a mean of 18.17. No significant difference was found in student success resulting from the difference in instructional method. Results indicated, however, that collaborative learning methods were as effective as others. The physics final exam is appended. Contains 14 references. (BCY)

ED 367 395

JC 940 147

Richards, Beverly  
Fred Keller and the Flex Lab.

PUB DATE- 94

NOTE- 9p.; Workshop Six, Final Paper (Santa Fe, NM, March 1, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Community Colleges; \*Computer Assisted Instruction; Computer Centers; Curriculum Evaluation; \*Individualized Instruction; Keyboarding (Data Entry); Learner Controlled Instruction; Learning Laboratories; Learning Modules; \*Mastery Learning; Pacing; Program Descriptions; \*Teaching Methods; Two

Education; \*School Effectiveness; School Holding Power; Skill Development; Standards; Two Year Colleges  
IDENTIFIERS- \*Indicators

In December 1992, the Community College Roundtable, a group of 10 two-year college practitioners, convened to identify the core indicators of community college effectiveness. This report identifies and defines a few such measures that can be put to use on community college campuses nationwide. After part I of the report explains the composition and purpose of the Roundtable, part II presents an overview of the emergence of institutional effectiveness as a compelling issue on community college campuses and discusses how the set of core indicators was developed. Part III reviews the aims, purpose, focus, and organization of the report. Part IV provides a brief discussion of institutional effectiveness and how it can be defined and considered in community colleges. Part V includes definitions and guidelines for measuring core indicators. Part VI lists 13 core indicators according to mission category. The indicators are: (1) student goal attainment; (2) persistence (fail to fall); (3) degree completion rates; (4) placement rate in the work force; (5) employer assessment of students; (6) number and rate of transfers; (7) performance after transfer; (8) success in subsequent, related coursework; (9) demonstration of critical literacy skills; (10) demonstration of citizenship skills; (11) client assessment of programs and services; (12) responsiveness to community needs; and (13) participation rate in service area. Sources of data for each indicator are listed along with additional, related measures of effectiveness. Part VII offers suggestions for utilizing and measuring the indicators. Finally, part VIII lists five references. (AC)

ED 367 412

JC 940 177

Trustee Quarterly, 1993.

PUB DATE- 93

NOTE- 82p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Administrative Policy; Administrator Responsibility; \*Board Administrator Relationship; College Administration; College Planning; \*Community Colleges; Educational Finance; Educational History; Financial Support; Futures (of Society); \*Governing Boards; \*Government School Relationship; \*Trustees; Two Year Colleges

The four issues of "Trustee Quarterly" contained in this document focus on topics of current concern to community college trustees. The winter 1993 issue offers articles on the prospects for educational reform under the Clinton administration and the current Congress, strategies for obtaining needed resources from the state legislature, and the relationship between college Chief Executive Officers and Boards of Trustees. Articles in the spring 1993 issue address the importance of trustee commitment to winning passage of community college bond referenda and the role of community colleges in the global economy, citing the experiences of Southwestern College, in Chula Vista, California, with the North American Free Trade Agreement. The summer 1993 issue features articles on the role of college trustees in state-level lobbying and the historical roots of community colleges, tracing the history of higher education from its beginnings in the trade guilds of medieval Europe to contemporary institutions. Finally, the fall 1993 issue deals with the relationship between community colleges and the federal

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Citizen Participation; \*Community Action; Community Change; Community Colleges; Community Coordination; \*Local Issues; \*Partnerships in Education; Problem Solving; Program Development; Program Implementation; \*School Community Programs; \*School Community Relationship; Two Year Colleges

IDENTIFIERS- \*Community Forum Concept; League for Innovation in the Community College

As the issues with which individuals and communities struggle on a daily basis have become more urgent (e.g., unemployment, increasing crime, and overburdened health care), the tensions inherent in the relationship between college and community have become more apparent. Despite criticism that their missions are already overextended, some community colleges are seeking to respond to critical community needs. In 1991, the Hitachi Foundation funded the League for Innovation in the Community College to develop and pilot test a process that could be replicated by community colleges nationwide to build the capacity of local citizens to address critical community issues. One of the intended outcomes of the project is the development of guidelines describing how to plan and conduct community forums. The second major objective is to build the capacity of the nine pilot colleges and communities to deal with real problems. One of the pilot projects was a community forum conducted at Delta College, in Michigan, that focused on unemployment, the major problem facing the Tri-Cities area. Over 400 area residents attended a forum entitled, "Now That You've Lost Your Job, How Are You Going To Get One Back?" After all of the pilot projects were completed, the participating colleges shared the insights they gained in conducting community forums and found that they had common problems, including the difficulty of focusing on a topic and the tendency to underestimate the work involved. In spite of such concerns, the colleges all reported that their forums helped their local communities confront wide-ranging and controversial topics. (ECC)

ED 367 429

JC 940 202

McGuire, John

Part-Time Faculty: Partners in Excellence.

SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.

PUB DATE- Jun 93

NOTE- 3p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Community Colleges; \*Faculty Development; \*Part Time Faculty; Student Evaluation of Teacher Performance; Teacher Characteristics; Teacher Effectiveness; Teacher Improvement; Teacher Orientation; \*Teacher Participation; Teacher Stereotypes; Two Year Colleges

Over the past 2 decades community colleges have developed an increasing reliance on the use of part-time faculty, generally rationalizing the practice as an important strategy for saving money and maintaining flexibility. Critics have seen the extensive use of part-timers as a disturbing trend, and several groups have attempted to set limits on the ratio of part- to full-time faculty. However, part-time faculty are good and

\*Elementary School Curriculum; Family Involvement; Integrated Curriculum; Multicultural Education; Primary Education; State Curriculum Guides  
IDENTIFIERS- Developmentally Appropriate Programs; \*Iowa;  
\*Nebraska

This primary education curriculum guide was developed jointly by the Iowa and Nebraska Departments of Education to provide educators with a coherent framework to guide local planning for reform of educational programs for children at the kindergarten and primary level. Adapted from the British Columbia Primary Program, it stresses developmentally appropriate practices, multicultural education, partnerships with parents and communities, and curriculum integration. The first section outlines the guiding principles of the volume, discussing the philosophy behind the curriculum and considerations for implementation, and offering position statements on such topics as family involvement, group learning, and evaluation. The second section discusses the goals of the program in relation to students' emotional, social, physical, and artistic development. The third section emphasizes the importance of understanding the context of primary education, exploring the need for and implementation of educational reform, partnerships with families and communities, and transition programs for children. Section 4 examines assessment and evaluation, discussing the strengths and weaknesses of different assessment vehicles. Section 5 contains curriculum outlines in the areas of integrated curriculum, multiculturalism, fine arts, language arts, social studies, responsible living, physical education, mathematics, and science. The sixth and final section addresses the role of integrated studies in primary education. Each section contains reference and resource lists. (MDM)

ED 367 448

PS 021 970

Strobridge, Michele

Teacher Training: Raising Teachers' Awareness of Language Development as an Indicator of Developmental Stage in Head Start Children.

PUB DATE- 92

NOTE- 61p.; Ed.D. Practicum Report, Nova University.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Dissertations/Theses - Practicum Papers (043)

DESCRIPTORS- \*Child Language; \*Developmental Stages; \*Inservice Education; \*Language Acquisition; Preschool Education; \*Preschool Teachers; \*Speech Evaluation; Student Evaluation; Verbal Development

IDENTIFIERS- \*Project Head Start

This report describes an in-service education program offered to teachers at a rural northeastern Head Start program to help them assess children's overall development by looking at their level of language development. The program focused on the case conference, a forum in which coordinators, teachers, home visitors, and sometimes parents meet to gather information used by teachers in planning teaching strategies. A deficiency in the teachers' ability to refer to language development in assessing a child's developmental stage was identified. To address this problem, workshops were developed in which a certified speech pathologist presented information to teachers about children's language acquisition and development, and also held informal discussions with the teachers. As a result, the six teachers participating in the program began to refer to children's language as an indicator of developmental stage during case conference meetings. Of the 52 case conferences

multiage classrooms. These chapters bring together the findings of the first two parts of the study, along with concluding remarks on multiage practice and answers to frequently asked questions about multiage teaching and learning. A list of 33 resources on multiage practice is included. (TJQ)

ED 367 466

PS 022 094

Sumner, Deborah, Ed.

Whole Teaching: Keeping Children in the Center of Curriculum and Instruction. SDE Sourcebook. 6th Edition.

PUB DATE- 93

NOTE- 354p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Collected Works - General

(020), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052), Books (010)

DESCRIPTORS- \*Cognitive Style; Early Childhood Education; Educational Change; Elementary Education; Instructional Materials; \*Integrated Curriculum; Language Arts; Resource Materials; Student Evaluation; \*Student Needs; \*Teaching Methods; \*Whole Language Approach

IDENTIFIERS- \*Child Centered Education; \*Developmentally Appropriate Programs; Journal Articles; Mixed Age Groups

This sourcebook contains articles, resources, and sample teaching

materials to assist practitioners implementing developmentally appropriate practices in the classroom. The first six parts of

the sourcebook contain reprints of more than 40 journal articles, topical bibliographies and resource lists, and sample

teaching materials. The topics of these first six parts are:

(1) early childhood and developmental education; (2) educational reform; (3) learning styles and needs; (4) multiage practices; (5) integrated language arts; and (6) assessment.

Part 7 contains a variety of resources, including a bibliography of whole language professional books containing over 280 items; a 79-item bibliography on poetry; and lists of publications and special interest groups, materials suppliers, videos, book publishers, children's magazines, and sources of songs and stories. (TJQ)

ED 367 467

PS 022 096

Morgan, Gwen; And Others

Making a Career of It: The State of the States Report on Career Development in Early Care and Education (with Executive Summary).

PUB DATE- 93

NOTE- 292p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Career Development; \*Child Caregivers; \*Child Care Occupations; \*Day Care; Daycare Centers; Early Childhood Education; Educational Attainment; Financial Support; National Surveys; Staff Development; \*Teacher Education; Teacher Qualifications

Noting that over 11 million children are involved in early care and education outside their homes, and that the quality of the services these children receive depends on the knowledge and skills of the people who care for and teach them, this report presents the results of the first national study of career development in early care and education. It examines

Rearing; \*Developmental Stages; Elementary Education;  
\*Elementary School Students; \*Emotional Development; \*Parent  
Child Relationship; Parent Education; Parenting Skills; Parent  
Materials; \*Peer Relationship; Self Esteem; Sexuality  
IDENTIFIERS- Emotional Regulation; \*Emotions

Noting the transition children make from sheltered family life to the harsh "playground politics" of grade school, this book is designed to provide parents of grade-school children with specific information on understanding and helping children at each phase of this critical period between the ages of 5 and 12. Chapter 1 introduces parents to their children's world and outlines five ways parents can support their children's development: (1) setting aside "floor time," or unstructured time which parents can use to build a strong relationship with their child; (2) problem solving with their child; (3) identifying and empathizing with the child's point of view; (4) breaking the challenge into small pieces; and (5) setting limits. Chapter 2 examines aggression, competition, and rivalry, while chapter 3 discusses self-esteem and peer relations. Chapter 4 looks at the fundamentals of learning and academic achievement, and chapter 5 deals with learning challenges that many children face. Chapter 6 discusses the balance between fantasy and reality in children, and chapter 7 examines sexuality and puberty. Chapter 8 serves as a conclusion, reviewing the five parenting principles introduced in chapter 1. An afterword outlines the emotional milestone of the grade-school years. (MDM)

ED 367 486

PS 022 141

Carey, William B., Ed.; McDevitt, Sean C., Ed.  
Prevention and Early Intervention: Individual Differences as Risk  
Factors for the Mental Health of Children. A Festschrift for  
Stella Chess and Alexander Thomas.

PUB DATE- 94

NOTE- 328p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- Behavioral Science Research; Child Behavior; Child  
Development; \*Children; Early Childhood Education; \*Early  
Intervention; Elementary Secondary Education; Individual  
Differences; \*Mental Health; Parent Child Relationship;  
\*Personality; \*Predictor Variables; \*Prevention; Psychiatry;  
Theory Practice Relationship

IDENTIFIERS- Chess (Stella); Thomas (Alexander)

This collection of essays, in honor of child psychiatry pioneers Stella Chess and Alexander Thomas, focuses on their idea that important life outcomes are the product of ongoing interactions between a child's behavioral style and the complementarity or lack of fit of the parenting environment. Following an introduction, the remaining chapters are: (1) "Biographical Sketch of Alexander Thomas and Stella Chess" (Hassibi); (2) "Temperament: Changing Concepts and Implications" (Rutter); (3) "Inhibited and Uninhibited Temperaments" (Kagan); (4) "Temperament Risk Factors for Type A Behavior Pattern in Adolescents" (Strelau and Elias); (5) "Temperament, Siblings, and the Development of Relationships" (Bunn); (6) "Is Temperament an Important Contributor to Schooling Outcomes in Elementary School?" (Martin and others); (7) "Temperament Research and Practical Implications for Clinicians" (Maziade); (8) "Variations, Deviations, Risks, and Uncertainties in Human Development" (Clarke and Clarke); (9) "Conditions of Risk for Maldevelopment: Prematurity" (Hertzog); (10) "Chronic Illness

recorded observations in Child Development Associate (CDA) advisors' assessments of interns in early childhood education at a southwestern community college. Sixty-one advisors participated in the program, which consisted of a series of five staff development meetings, formulation of a new lesson plan to be included in pre-service orientation, and revision of a segment of the advisor handbook. Surveys of advisors' experience with competency-based assessment, review of advisors' reports, and an on-going Context Input Process Product (CIPP) evaluation were used in formulating the training program. Results of the program indicated that the advisors increased their use of competency-based recorded observation in meetings with interns and participated enthusiastically in the staff development meetings, and that the design of the meetings successfully promoted reflective discussion among participants. The program also prompted discussion among participants over whether the purpose of recorded observations was to provide encouragement or assess competence. Six appendixes contain the CDA advisor survey instrument as well as samples of program materials. Contains 31 references. (ME)

ED 367 507

PS 022 217

Scheinfeld, Daniel R.

New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents. International Catholic Child Bureau Series.

PUB DATE- 93

NOTE- 162p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055), Books (010)

DESCRIPTORS- \*Cambodians; Child Rearing; Culture Conflict; Foreign Countries; \*Immigrants; \*Parent Child Relationship; \*Parent Education; Parenting Skills; Program Descriptions; Program Development; \*Refugees; Social Support Groups

IDENTIFIERS- Cambodia; \*Cultural Adjustment; New York (Bronx); \*Parent Empowerment; Rhode Island (Providence); Washington (Tacoma)

This guide is intended to aid in the design of parent education courses for refugee and immigrant parents, especially those who are having problems in relations with their children. The presentation is based on the experience of three parent-education projects, each of which conducted an 8-week course for Cambodian refugees who were experiencing difficulties in their parenting roles. Chapter 1 explains the purpose and design of the guide. Chapter 2 discusses Cambodian refugees in America and their problems, needs, and issues with their children. Chapter 3 describes the parent education program in Providence, Rhode Island, that focused on empowering Cambodian parents to discipline their children. Chapter 4 relates the experience of the Tacoma, Washington, project that helped parents and children understand each other in their new life in the United States. Chapter 5 describes the Bronx, New York, project, which helped parents become closer to their children and improve their parenting skills. Chapters 6 and 7 offer program planning advice based on the content of the program descriptions. Chapter 8 analyzes the outcome evaluations of the three parent education programs, while chapter 9 offers some conclusions to the evaluation chapter and to the guide as a

adult orientation, and facilitator orientation, this handbook contains 10 program modules requiring about 15 hours of involvement. Objectives of the 10 modules are to: (1) understand the basic concepts of the program and feel at ease working together; (2) build a partnership between youth and adults as they prepare to cooperate in the process of community leadership development; (3) understand the local community and how people link with their community; (4) gain a broader perspective of the local community; (5) know local community leaders and the importance of community decision making; (6) provide an opportunity to think about the future of the community; (7) select a project that is achievable within the time available and will address an important community need; (8) learn to develop a plan of action and identify resources to implement the plan; (9) conduct a community project using the knowledge and skills gained from the program; and (10) review what was learned, evaluate and celebrate accomplishments, and discuss future opportunities for the participants. Each module contains an agenda, the session content, and reproducible handouts. Extensive appendices contain various program materials and 27 references. (KS)

ED 367 526

RC 019 524

Fisher, Stephen L., Ed.

Fighting Back in Appalachia: Traditions of Resistance and Change.

PUB DATE- 93

NOTE- 375p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- \*Activism; Adult Education; \*Community Action; \*Community Organizations; Conflict; Consciousness Raising; Cultural Context; Dissent; Folk Culture; Higher Education; Identification (Psychology); Rural Areas; \*Social Action; Unions  
IDENTIFIERS- \*Appalachia; \*Appalachian Studies; Populism; Rural Culture

Sixteen essays document the extent and variety of community resistance and struggle in Appalachia since 1960, and the origins and factors contributing to success or failure of particular efforts. They also relate the study of Appalachian dissent to issues informing scholarly discussions of dissent nationally. Of particular educational relevance are chapters describing: the role of the Highlander Research and Education Center in eastern Tennessee in encouraging activist networks and the creation of a social movement in Appalachia; organizations providing job training and advocacy for women seeking to enter traditional male occupations; cultural education and the rebirth of regional culture as a force in regional identity and community organizing; and the emergence of Appalachian studies, and related political implications of postmodernist thought. Chapters are: "Stopping the Bulldozers: What Difference Did It Make?" (M. B. Bingham); "Like a Flower Slowly Blooming: Highlander and the Nurturing of an Appalachian Movement" (J. M. Glen); "Racism and Organizing in Appalachia" (D. Manning-Miller); "From Fussin' to Organizing: Individual and Collective Resistance at Yellow Creek" (S. Cable); "Save Our Cumberland Mountains: Growth and Change within a Grassroots Organization" (B. Allen); "Practical Lessons in Community Organizing in Appalachia: What We've Learned at Kentuckians for the Commonwealth" (J. Szakos); "The Community Farm Alliance in Kentucky: The Growth, Mistakes, and Lessons of the Farm



(3) "Mathematical Learning in the Social Context" (George Booker); and (4) "Childrens' Construction of Mathematical Ideas" (Carolyn Maher). The 88 contributed papers deal with mathematical content ranging from prenumber to calculus, learners ranging from preschool to adult, teachers, technology, affect, assessment, metacognition, psycholinguistics, and a wide variety of social issues. (MDH)

ED 367 544

SE 054 076

Pranis, Eve, Ed.

Growing Ideas, 1990-1993.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- 93

NOTE- 109p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Collected Works - Serials

(022), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Educational Resources; Elementary Secondary Education; Environmental Education; \*Experiential Learning; Horticulture; \*Instructional Innovation; Learning Activities; Manipulative Materials; \*Plant Growth; Plant Propagation; \*Plants (Botany); \*Science Activities; Science Education

IDENTIFIERS- \*Gardening; Hands on Experience

This series of journals includes volumes 1-4 of "Growing Ideas," a journal of garden-based learning. Each issue provides instructional ideas, horticultural information and a forum for exchange among teachers using classroom gardening to stimulate learning. Ideas in each issue are separated into three sections. The "Green Tips" section presents articles related to gardening and activities that encourage student investigation. The "Exchange" section contains letters from readers that share teaching ideas, information about local projects, and responses to prior issues. The "Resources" section reviews instructional materials and provides information about resource availability. Among the topics discussed in these issues are: the National Aeronautics and Space Administration's (NASA) SEEDS project, peanuts, lunar harvest, hydroponics, biospheres, energy, ponds, ladybugs, herbs, worms, transplanting, mathematical problem solving; bulbs, global gardening, butterflies, compost, and wildflowers. (MDH)

ED 367 545

SE 054 154

California Endangered Species Resource Guide.

SPONS. AGENCY- Environmental Protection Agency, Washington, D. C.; San Francisco Foundation, Calif.

PUB DATE- 93

NOTE- 136p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- \*Animals; \*Conservation (Environment); Elementary Secondary Education; \*Endangered Species; \*Environmental Education; \*Plants (Botany); Recreational Facilities; \*State Programs; Wildlife

IDENTIFIERS- Botanical Gardens; \*California; National Audubon Society; National Parks; State Parks

This document was developed in response to California Senate Bill No. 885, "The Endangered Species Education Project," that called for a statewide program in which schools adopt a local

program is strengthened by a variety of interesting and challenging experiential programs. Input evaluation discussed funding and expenditures for teacher training, salaries, and classroom materials. Des Moines social science teachers included 570 elementary school, 40 middle school, and 59 high school teachers. Process evaluation shows that annual goals for the previous year were achieved. Needs identified in the social science area included time allotment at the elementary level, selection of the most effective delivery systems at all grade levels, teacher time and support for continuous effective inservice and staff development, equipment and training for use of advanced technology, and teaching strategies. (DK)

ED 367 565

SO 023 711

Abrahamson, Roy E.

Art Criticism: The Potential of Conrad Fiedler's Ideas for Art Education.

PUB DATE- 22 Mar 91

NOTE- 28p.; Paper presented at the Annual Meeting of the National Art Education Association (Atlanta, GA, March 20-24, 1991).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Descriptive (Program/Project Descriptions) (141), Historical Materials (060)

DESCRIPTORS- \*Aesthetic Values; \*Art; \*Art Criticism; \*Art Education; \*Art History; Curriculum; Elementary Education; Higher Education; Philosophy

IDENTIFIERS- \*Fiedler (Conrad)

This paper discusses the ideas of Conrad Fiedler, a 19th century German philosopher of art, concerning art criticism, or the judging of works of visual art. In addition to a brief biography of Conrad Fiedler, the paper's main subject is Fiedler's ideas on art criticism as expressed in his book "On Judging Works of Visual Art" (1876, translated 1948). The paper also includes translation of some of Fiedler's aphorisms and statements from his other writings. Fiedler rejected the idea that art is based on contemplation of beauty. He strongly disagreed with the Kantian idea that art was only an undeveloped, rudimentary step in the acquiring of cognition. He saw art as a mental process involving another kind of cognition rather than abstract, conceptual cognition. Unlike the art educators and aestheticians of his day, Fiedler saw artistic consciousness as an inherent endowment of the human mind, that shows its presence already in the behavior of children. Fiedler identified an entire domain of the human mind, an intuitive domain consisting of artistic thinking, artistic cognition, and artistic configuration. These are holistic in their nature, being inherent endowments of gestalt, unifying lawfulness of the human mind. In accordance with Fiedler's views, using the term "aesthetics" without defining it, or treating it as an equal with art, or failing to realize the subjectivity of its criteria for art criticism may confuse and mislead art students. (DK)

ED 367 566

SO 023 712

Connecticut's Common Core of Learning.

PUB DATE- 91

NOTE- 28p.; For an earlier version, see ED 295 040.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

structure that most countries use evolved from 19th century public schooling models. Many countries are now trying to enlarge the traditionally narrow definitions of culture. Cultural and intercultural aspects of education include a variety of topics with overlapping, sometimes partially contradictory, meanings as reflected in different nations' curricula. Most countries give teachers a primary role in acquainting citizens with the cultural heritage. At the same time, almost all nations attempt to help students develop artistic talents, and teachers often express willingness to play a dynamic part in promoting artistic and aesthetic education. Teachers also have a role to play in promoting knowledge about the culture of the community, in teaching special populations, and in teaching about other cultures. Specialized institutions, such as research and university institutions and nongovernmental organizations can help promote meaningful change as well. (56)

ED 367 583

SO 023 764

Bustos O., F. M.  
Cultural Development through the Interaction between Education,  
the Community, and Society in General.

PUB DATE- Aug 92

NOTE- 11p.; Paper presented at the United Nations Educational,  
Scientific, and Cultural Organization International Conference  
on Education (43rd, Geneva, Switzerland, September 14-19,  
1992). For related items, see ED 366 538-547 and SO 023 763.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- Cultural Awareness; \*Cultural Education; \*Developing  
Nations; Interdisciplinary Approach; Mass Media; \*Social  
Change; \*Socialization; Technological Advancement

The interdependence between education and culture is of growing importance. Interest is growing in the relationship between the two, because of the pace of technological change, the effects of social currents, and the decision by the United Nations General Assembly to observe 1988-1997 as the World Decade for Cultural Development. One of the main objectives of education is to prepare the young for integration into society. The school also can serve as a cultural center of a given community, by providing a meeting place and cultural link between teachers, adults, children, and the communities in which they live. Educators can take advantage of the positive effects of the mass media upon society both through the use of educational technology in teaching and through teaching students how to use and critically evaluate the media. Schools can promote cultural awareness and development with the help of cultural and ancillary workers in curricular activities. Education increasingly is taking on the dimension of cultural project, while culture is considered an indispensable tool of education. (56)

ED 367 584

SO 023 765

Barbosa, Ana Mae Tavares Bastos  
The Role of Education in the Cultural and Artistic Development of  
the Individual: Developing Artistic and Creative Skills.

PUB DATE- Aug 92

NOTE- 9p.; Paper presented at the UNESCO International Conference  
on Education (43rd Session, Geneva, Switzerland, September 14-  
19, 1992). For related items, see ED 366 538-547 and SO 023 766-

EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Beginning Teacher Induction; Beginning Teachers;  
\*College School Cooperation; Elementary School Teachers;  
Elementary Secondary Education; \*Graduate Study; Higher  
Education; \*Mentors; Models; \*Professional Development; Program  
Development; Reentry Workers; Secondary School Teachers; Staff  
Role; State Standards; Teacher Persistence; Teacher Role  
IDENTIFIERS- Colorado

The Teacher Induction Partnerships program was developed by the University of Northern Colorado and several Colorado school districts. The program represents an approach to teacher induction which serves to support beginning and reentry teachers, foster collaborative relationships between the university and school districts, and increase new teacher retention rates. The program provides the opportunity for the beginning and reentry teacher to assume the responsibilities of a regular staff member while receiving support and assistance, feedback on teaching practice, and graduate-level course work in education. The program model includes: (1) legal contracts between all parties stipulating program policies and procedures in addition to personnel roles and responsibilities; (2) a three-person support team for each partner teacher, consisting of a university field consultant, a school-based mentor teacher, and the building principal; (3) orientations for partner teachers, mentor teachers, and principals; (4) graduate seminars for partner teachers; (5) assistance and training for mentor teachers; and (6) release time for partner teachers to observe other teachers and pursue professional growth activities. This paper describes the roles of the partner teacher and each of the team participants and outlines application and placement procedures. (JDD)

ED 367 602 SP 035 018

Ware, Ralph H.  
Developing a Passion for Pluralism: An Expanded Canon and Teacher Preparation.

PUB DATE- Feb 94

NOTE- 35p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (74th, Atlanta, GA, February 12-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."  
(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)  
DESCRIPTORS- \*Cultural Pluralism; Elementary Secondary Education;  
Ethnic Groups; Higher Education; \*Language Arts; Literature  
Appreciation; Minority Groups; Multicultural Education;  
\*Multicultural Textbooks; \*Preservice Teacher Education; State  
Curriculum Guides; Student Attitudes; \*Student Educational  
Objectives; \*Textbook Content; Textbook Evaluation

IDENTIFIERS- \*New York

This paper reviews statements by the New York State Commissioner of Education, the New York State Board of Regents, and various task forces and committees on the importance of infusing a multicultural perspective into programs of study for New York's schools. The learning outcomes for English language arts presented in these statements call for students to respond sensitively to texts and performances with diverse social, historical, and cultural dimensions. The paper then presents impressions gathered from an investigation of commonly used textbooks in English/language arts at the upper elementary and

plan. Appendices provide the follow-up survey, a graphical comparison by weight score, reported strengths and weaknesses of the program, and reported suggestions. (LL)

ED 367 620

SP 035 044

Meyer, Richard J.  
Preservice Teachers' Literacy Autobiographies and Teacher Development.

PUB DATE- 1 Dec 93

NOTE- 76p.; Paper presented at the Annual Meeting of the National Reading Conference (Charleston, SC, December 1, 1993).

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150); Reports - Research/Technical (143)

DESCRIPTORS- \*Autobiographies; Elementary Secondary Education; Handwriting; Higher Education; Methods Courses; Preservice Teacher Education; \*Reading Attitudes; Reading Habits; Reading Interests; \*Reading Processes; Reading Strategies; Self Concept; \*Self Evaluation (Individuals); Student Development; \*Student Experience; Undergraduate Study; Writing (Composition)

IDENTIFIERS- \*Preservice Teachers; University of Nebraska Lincoln  
Twenty-five undergraduate preservice teachers in the literacy block (a six credit hour block of reading and language arts methods courses) at the University of Nebraska-Lincoln wrote their literacy autobiographies to fulfill one of the course requirements. These autobiographies help students' develop insights into their literacy past and present. The students gathered artifacts such as early school papers and report cards, documented their recollections, and interviewed significant caretakers. Data from the autobiographies are discussed within the following categories: attitudes about reading development in school; young readers' strategies in school; teachers' strategies for reading instruction; beyond the basal; attitudes towards written language in school; handwriting in school; beyond handwriting in school; home read alouds; reading before schooling; home reading during elementary school and during high school; home writing before schooling, during elementary school, during high school, and before college; oral language in the home; lacking enjoyment and lacking skills; enjoying reading; strategies readers use; enjoying writing; and barriers to writing. Analysis of the data indicates that not all preservice teachers loved reading and that they reported reading and writing for a wide range of reasons. Implications for the design of methods courses and for future research are discussed. (Contains 47 references.) (JDB)

ED 367 621

SP 035 046

Gunzenhauser, Georg W.; And Others  
INTASC's Model Standards for Beginning Teacher Licensing and Development: One Model for Teacher Preparation Programming.

PUB DATE- 94

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Conceptual Tempo; Critical Thinking; Curriculum Development; Educational Change; Educational Environment; Elementary Secondary Education; Foundations of Education; Higher Education; Lifelong Learning; \*Metacognition; Models; \*Preservice Teacher Education; Self Evaluation (Individuals);

PUB DATE- Nov 93

NOTE- 18p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Basic Skills; \*Content Validity; Course Objectives; Educational Philosophy; Educational Practices; High Schools; Outcomes of Education; Relevance (Education); Secondary School Teachers; Skill Development; Student Educational Objectives; Student Evaluation; \*Study Skills; Teacher Attitudes; \*Test Items; \*Thinking Skills

This study was conducted to explore the relationship between teachers' stated instructional objectives, students' study skill deficiencies, and the kinds of assessment items found on tests and other course documents. High school biology teachers (N=10) were interviewed individually about their teaching philosophies and practices. Responses were aligned with the types of items that appear on their tests and on other course materials. Teachers' student learning goals and the specific type of study skills they reported students to be deficient in were categorized. Test and practice items were rated on level of processing (whether the item required basic knowledge, integration, or application) and item format (recognition or recall). Overall, teachers wanted their students to develop a general interest in and understanding of the subject area and its real world applications. They also wanted their students to develop higher-order study skills by interpreting information, managing their time and effort, and thinking critically. But their assessment practices did not support these goals. On average, over half of both test and practice items required only basic knowledge, while almost none required application. Nearly two-thirds of test questions were recognition items. (Contains 24 references.) (LL)

ED 367 640

SP 035 081

Dyal, Allen B.

An Exploratory Study To Determine Principals' Perceptions Concerning the Effectiveness of a Fifth-Year Teacher Preparation Program.

PUB DATE- 12 Nov 93

NOTE- 26p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 10-12, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- \*Administrator Attitudes; Elementary Secondary Education; \*Extended Teacher Education Programs; Higher Education; \*Internship Programs; Preservice Teacher Education; \*Principals; \*Program Effectiveness; Program Evaluation; Questionnaires; Student Teaching; \*Teacher Interns  
IDENTIFIERS- \*University of Tennessee Knoxville

This dissertation synopsis reports on the perceptions of principals concerning the effectiveness of a fifth-year teacher preparation/internship program and compares these perceptions with prior held views concerning fourth-year student teacher program effectiveness. The internship program includes Analysis of Teaching for Professional Development (2 credit hours), Professional Internship in Teaching (12 credit hours), Clinical

settings; and a glossary of terms. The implementation guide provides ideas for preparing a teachers' inservice program, suggestions for planning a parents' session, and an annotated list of resources. (LL)

ED 367 658

SP 035 108

Ceaser, Lisbeth  
Reading Field Experience Program.

PUB DATE- Jan 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

Classroom Use - Teaching Guides (For Teacher) (052), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Choral Speaking; Creative Dramatics; Education  
Courses; Elementary Secondary Education; Higher Education;  
\*Instructional Materials; Interest Inventories; \*Learning  
Activities; Learning Strategies; \*Lesson Plans; Limited English  
Speaking; Picture Books; Poetry; Reading Difficulties; \*Reading  
Instruction; Reading Skills; Resource Materials; Sight  
Vocabulary; Special Education; Teacher Education Programs;  
Teaching Methods; Word Lists

IDENTIFIERS- \*Adaptive Instructional Methods; Preservice Teachers

The lessons included in this collection were written by  
California Polytechnic State University Reading Specialist  
Credential candidates in the Salinas Cohort Project of 1992 as  
partial fulfillment for an education course titled "Bilingual  
Special Education Reading Problems." Each lesson is research-  
based. A rationale describes the reading instructional strategy  
of the lesson and tells briefly which reading skills are  
intended through the activity. The lesson plan is a step-by-  
step guide for presenting the instruction. Essential materials  
are included and activities are replicable. Suggestions for  
adapting the lesson for limited-English-proficient students  
follow the lesson plan. Adaptations are included for a variety  
of grade levels and second language acquisition situations.  
Resources are cited to further extend the learning activity.  
This section may refer to the reading strategy or to  
adaptations for limited-English-proficient students. The  
document provides interest inventories, lesson plans for choral  
reading, wordless picture books, word banks, poetry for  
teaching sight words, listening, and creative dramatics, and a  
lesson evaluation form. (LL)

ED 367 659

SP 035 117

Barker, Bruce O.  
Using Instructional Technologies in the Preparation of Teachers  
for the 21st Century.

PUB DATE- Mar 93

NOTE- 12p.; Paper presented at the National Conference on

Creating the Quality School (2nd, Oklahoma City, OK, March 25-  
27, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Beginning Teachers; Computer Uses in Education;  
\*Educational Technology; \*Electronic Classrooms; Elementary  
Secondary Education; Higher Education; Multimedia Instruction;  
\*Preservice Teacher Education; \*Rural Schools; Teacher  
Education; \*Teaching Methods; \*Technological Literacy

postgraduate fellowships, labor and business, military, Native Americans, other ethnic minorities, special populations, and scholarship programs administered by the Washington State Higher Education Coordinating Board. Each reference gives an address where the publication can be obtained and a brief description of the contents. (JB)

ED 367 212

HE 027 169

Trends in Tuition and Other Basic Student Charges 1963-64 through 1993-94 with Typical Student Costs 1980-81 through 1993-94.

PUB DATE- Jan 94

NOTE- 95p.; For the previous report, see ED 354 829.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- \*College Students; Community Colleges; Higher

Education; Private Colleges; State Colleges; \*State

Universities; \*Student Costs; Tables (Data); \*Trend Analysis;

\*Tuition

IDENTIFIERS- \*State University of New York

This publication contains data on State University of New York (SUNY) trends in tuition and other basic student charges for the past 30 years and typical student costs from 1980-81 through 1993-94. A summary section defines fixed charges (tuition, college fees, student activity fees, and other required fees) and discusses variable charges (room and board charges/allowances and other student costs such as books and supplies, transportation, and personal/other items). Part I contains three tables on trends over 30 years in tuition and other charges. These tables compare SUNY with independent institutions, highlight trends by program level, and summarize tuition changes at SUNY institutions, respectively. Part II contains six tables showing trends in student charges and costs from 1980-81 through 1993-94. These treat: (1) tuition and fees and median family income, (2) trends in tuition and fees at SUNY per academic year, (3) range of resident tuition charges at community colleges, (4) trends in distribution of allowances for variable student costs, (5) total undergraduate student costs 10 years apart, and (6) trends in total undergraduate costs and allowances within student budgets. Part III is a list of publications from the SUNY Central Staff Office of Institutional Research. (JB)



contexts of business in specific countries, and a 5-year program that allows students in some majors to earn a master's degree in business with 1 year of additional enrollment past the bachelor's degree. (JDD)

ED 367 231

HE 027 197

Schertzer, C.; And Others

Experiential Learning from Executive MBA Study Tours Overseas:

The Xavier University Experience--Europe and Asia, 1992.

PUB DATE- Apr 93

NOTE- 22p.; Paper presented at the Annual Eastern Michigan University Conference on Languages and Communication for World Business and the Professions (12th, Ypsilanti, MI, April 1-3, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150), Reports - Research/Technical (143)

DESCRIPTORS- Attitude Change; \*Business Administration Education; \*Cultural Awareness; \*Experiential Learning; Graduate Study; Higher Education; Instructional Effectiveness; International Programs; Required Courses; \*Student Attitudes; Student Experience; \*Study Abroad

IDENTIFIERS- Asia; Europe; \*Xavier University OH

Forty students in the Executive MBA (Master of Business Administration) program at Xavier University (Cincinnati, Ohio) completed a required overseas study tour, with approximately half visiting Japan and Singapore and half visiting England, Belgium, and Germany. The purpose of the tour was to explore and assess innovative business strategies, international business strategies, the role of quality, and cultural adaptation in the business environment in Asia and Europe. Instructional components included presentations by prominent business and government leaders, 5-hour visits to companies in small groups, and cultural tours. This paper presents findings on participants' attitudes based on pre-tour and post-tour survey data. Results indicated that: (1) the largest changes in participants' attitudes occurred for those statements relating to participants' "comfort" levels; (2) in all cases, participants felt more comfortable after the overseas study tour; (3) after the tour, participants responded that it is less difficult to enter a foreign market than they had felt prior to the tour; and (4) the tour increased the awareness of management practices and negotiating similarities around the world. The paper concludes that overseas study tours should become an increasingly important component of Executive MBA programs everywhere. (JDD)

Objectives; Extracurricular Activities; \*General Education; Higher Education; \*Institutional Characteristics; Institutional Mission; Leadership; \*Liberal Arts; Moral Values; \*Program Design; Self Evaluation (Groups); Social Responsibility; Student Experience; Undergraduate Study

IDENTIFIERS- Academic Community

In the wake of nearly 2 decades of reform in college liberal and general education, this report proposes 12 principles to help institutions sustain the gains that have been made. Each chapter presents one of the principles with detailed explanation that draws on the literature, theory, and actual examples. Part I presents the first six principles which are posed as the characteristics of a strong general education program. Strong general education programs: (1) explicitly answer the question, "What is the point of general education?"; (2) embody the institutional mission; (3) continuously strive for educational coherence; (4) are self-consciously value-based and teach social responsibility; (5) attend carefully to student experience; and (6) are consciously designed to continue to evolve. Part II presents the remaining six principles that focus on community characteristics of strong general education programs. Strong general education programs: (7) require and foster academic community; (8) have strong faculty and administrative leadership; (9) cultivate substantial and enduring support from multiple constituencies; (10) ensure continuing support for faculty as they engage in dialogues across specialties; (11) reach beyond the classroom to the broad range of student co-curricular experiences; and (12) assess and monitor progress to an evolving vision through ongoing self-reflection. Conclusions are followed by appendixes describing a few state higher education systems and particular institutions. (Contains 44 references.)

meetings were powerful predictors of organizational commitment. This finding suggests that, to increase faculty members' commitment to both the department and the institution, it is important for campus leaders to strive for participatory policy decision making. Findings also suggest that faculty exhibit more commitment to the department than to the institution across all ranks, with full professors exhibiting the highest commitment scores. (Contains 20 references.) (GLR)

ED 367 269

HE 027 243

Zargar, Ali M.  
TQM in a Multi-Campus Public University.  
PUB DATE- 15 Feb 94

NOTE- 6p.; Paper presented at the National Conference on TQM in Colleges and Universities (4th, San Francisco, CA, February 15-16, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Administration; Educational Improvement; \*Educational Quality; \*Governance; Higher Education; \*Multicampus Colleges; Organizational Objectives; Participative Decision Making; Public Colleges; Quality Circles; \*Quality Control; Teacher Participation; \*Total Quality Management

Running a university is fast becoming more challenging than managing a large corporation, in part due to greater quality demands by more groups in the face of shrinking resources and budget cuts. This paper argues against universities conducting business as usual in the face of societal change and increasingly greater challenges, and presents ideas on how a multi-campus public university can use Total Quality Management to meet quality goals. It is suggested that the President of the institution must first ask for volunteer faculty and staff to establish a quality think-tank on campus. This group's responsibilities would include: developing a vision statement, articulating a mission, developing procedures, training, providing a forum for groups to report their experience, and being "on call" to answer questions. When using the many tools used for quality measurements (check sheets, control charts Pareto diagrams, etc.) care must be taken to consider the school's special needs and to ensure that the tools are not used inappropriately. Cost and benefit analyses for various projects are also important to control any serious long-term negative consequences for campus and student well-being. Employee empowerment in conducting continuous improvement contributes in making quality a discipline. (GLR)

Individualized Instruction; Learning Activities  
 IDENTIFIERS- Examples; LOGO Programming Language; \*LogoWriter  
 This book helps individuals use Turtle Time Designs programs (i.e., a series of graphics program files to be used with LogoWriter) even if they have little previous experience with LogoWriter. The features of each program are carefully explained and are followed by step-by-step suggestions for teaching the lesson. Examples of the types of designs that can be made with each program are included throughout the book. A series of worksheets at the end of the book explain the commands used in the programs and give examples of how the designs were created. Learners of all ages, from preschool through adult, can use the programs, each at his/her own level of skill. This book explains how to use FreeDraw, Patterns, SpinPat, GrowPat, and SuperPat. The book begins with FreeDraw, a simple drawing program. With experience, students progress from making simple shapes to elaborate pictures. Free Draw lets students become comfortable with the way the turtle works and helps them gain control over its movements. In Patterns, students create a small "squiggle." SpinPat and GrowPat transform the pattern by rotating it around a central axis or increasing the length of each side. SuperPat allows combinations of transformations on each pattern. (TMK)

ED 367 290

IR 016 548

Hall, Jean Marie; Yoder, Sharon  
 Beyond Word Processing. In Microsoft Word 5.0 with Word 5.1  
 Addendum.  
 PUB DATE- 93  
 NOTE- 116p.  
 LANGUAGE- English  
 EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.  
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General  
 (050)

DESCRIPTORS- Computer Graphics; \*Computer Software; Individual Instruction; \*Word Processing  
 IDENTIFIERS- Examples; \*Microsoft Word; Screen Format  
 This book is designed for use with Microsoft Word 5.0; it includes an addendum covering the new features of Word 5.1. The contents of the book are designed to get individuals started using some of the more advanced techniques available in Word. Some of the ideas presented in the book will be of immediate use and others are more complex. All of the techniques included were found to be valuable in everyday work. The book is divided into the following 12 sections: (1) Formatting; (2) Style Sheets; (3) Columns; (4) Inserting and Formatting Tables; (5) Working with Graphics; (6) Sorting and Renumbering; (7) Numbering Pages; (8) Borders; (9) Making a Table of Contents; (10) Indexing; (11) Valuable Tools, including glossary, footnotes, thesaurus, spelling, grammar, hyphenation, and word count; and (12) Useful Tips. Discussions of the advantages and sample screen displays are provided for most of the topics. (TMK)

overview, not only of the directions and uses of the technology, but also of the research foundations and educational and contextual issues that need to be addressed if it is to be widely and appropriately adopted. The following papers are included: (1) "IMM: An Overview" (Colin Latchem, John Williamson, and Lexie Henderson-Lancett); (2) "Interactive Multimedia Technology: A Summary of Current Developments" (Migel Paine and Philip McAra); (3) "Developing Interactive Multimedia Courseware and Networks: Some Current Issues" (Alexander J. Romiszowski); (4) "Research Support for Interactive Multimedia: Existing Foundations and New Directions" (Thomas C. Reeves); (5) "Eyes on the Horizon, Feet on the Ground?" (Stephen Heppell); (6) "Interactive Multimedia in Education" (Peter Olaf Looms); (7) "Hypermedia, Multimedia and Human Factors" (Jenny Prence); (8) "Lifecycle Costing Models for Interactive Multimedia Systems" (William Tan and Ann Nguyen); (9) "Interactive Multimedia and Culturally Appropriate Ways of Learning" (Lyn Henderson); (10) "MAX--An Australian Approach to Audiographics in Schools" (Ian Conboy); (11) "Librarians Catch the Multimedia Wave" (John Frylinck and David Raitt); and (12) "The Jean Talon Project" (Eric Lugtigheid). All of the articles contain references, and a glossary of terms is included. (JLB)

Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Content Analysis; \*Cultural Images; \*Librarians;  
\*Poetry; \*Role Perception; \*Stereotypes

This paper examines the portrayal of librarians in poetry written from 1958 to 1993 in order to find out whether technological and social changes which occurred during this period had any effect on the image of librarians. Content analysis was used in examining the 32 poems and the 36 librarians present in those poems. Adjectives and descriptions of the librarians were analyzed and evaluated to see whether the images were positive or negative and whether any change in the portrayal of librarians has come about through the years. Some of the major findings of the research are: the librarians in the poems are equally likely to be male or female; they are hard-working and enthusiastic about their work; and physical description is not a part of these poems. As a result, the typical old-maid librarian with mousy hair done in a bun stereotype is not present in the poems used in this content analysis. The coding sheet used in the analysis is appended. (Contains 68 references.) (Author/JLB)

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Libraries; \*Cataloging; Higher Education; Library Materials; Library Personnel; Library Surveys; \*Library Technical Processes; Problems; Public Libraries; Questionnaires; State Surveys

IDENTIFIERS- \*Cataloging Backlogs; Ohio

This paper investigates the extent of cataloging backlog in Ohio libraries and methods adopted to reduce such backlog. A review of the relevant literature is made in order to gain insight into the different ways in which the problem has been tackled across the country. Data on the situation in Ohio is collected through survey methodology using the heads of cataloging departments in major academic and public libraries as the population sample. The data are analyzed, and conclusions are drawn on the basis of the findings. The findings suggest that size of library has little to do with the presence of backlog and that backlog is created by factors other than volume of collection. There also appears to be no significant relationship between backlog and types of libraries, in that backlog exists both in academic and public libraries. However, there is indication that the volume of backlog appears to be low in public libraries and high in academic libraries. Gifts to libraries contribute to the problem of backlog. Overall, the main cause of backlog has to do with the inadequate number of cataloging staff as well as sudden staff departures. The paper concludes with some general insights drawn from the study and some recommendations. The survey instrument and cover letter are appended. (Contains 18 references.) (Author/TMK)

author or corporate author; and author and title. Their search processes and results were recorded on a search sheet. Information collected by this field test was used to evaluate the OCLC CJK Chinese part from the following aspects: whether or not the designed input methods, character subsets, and homophone qualifiers enable the various Chinese language users to have access to the OCLC Online Chinese Catalog; whether or not searches on CJK mode could be as successful as those on roman mode; and what the sample users' general perception of the OCLC CJK system are. The search sheet is included in the appendix. (Contains 12 references.) (JLB)

ED 367 376

IR 054 924

Schultheis, Constance

A Study of the Relationship between Gender and Reading Preferences in Adolescents.

PUB DATE- Oct 90

NOTE- 38p.; M.L.S. Research Paper, Kent State University.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Dissertations/Theses - Master Theses (042), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Adolescent Literature; \*Adolescents; Grade 11; High Schools; Periodicals; Questionnaires; Reading Habits; \*Reading Interests; \*Reading Material Selection; \*Recreational Reading; \*Sex Differences; Sex Role

IDENTIFIERS- Cleveland Public Schools OH; \*Reading Behavior; Student Surveys

This study was intended to negate or confirm the findings of prior studies conducted on the relationship between gender and reading preferences in high school students and to ascertain whether any changes have occurred that would reflect changing attitudes toward gender roles. Data were gathered by using a survey which was distributed to approximately 240 11th grade students at a suburban Cleveland (Ohio) public high school. The current study supports results of earlier studies that have shown that females spend more time reading than males; that certain types of books are typically more or less appealing to members of one sex or the other; and that males prefer reading books with male protagonists. The research indicates that females also prefer male protagonists and identified with them more often than with female characters. In contrast to previous studies, this research shows that males identified with characters more frequently than females. Included in the appendices are the questionnaire used in the study; the categories of books that the respondents like to read; the three top-ranked choices of categories; newspaper sections in order of those most read; and choices of magazines by type. (Contains 21 references.) (JLB)



#### Year Colleges

IDENTIFIERS- \*Personalized System of Instruction; Santa Fe Community College NM

The Flex Lab at Santa Fe Community College, in New Mexico, is a self-paced, computer-assisted training center that allows students to accommodate college credit courses into their schedules. The Lab offers courses in introductory computers, keyboarding, and various computer programs and emphasizes several features of the Personalized System of Instruction (PSI) developed by Fred Keller. The aspects of the Lab curriculum which reflect the PSI include the following: (1) discrete modules, reflected in the six sequential modules of the one-credit Business and Office Technology course; (2) an emphasis on individual study, reflected in the self-paced, independent nature of the curriculum; (3) the use of supplementary instruction, provided by group orientations to the Lab at the start of each semester; (4) the use of unit exams, which is very important in the Flex Lab environment of decreased instructor-student interaction; (5) the use of proctors, who are available for most of the hours that the Lab is open to answer questions; (6) self-pacing, which helps expedite the completion of prerequisites, learn at a more flexible rate than in a traditional classroom setting, and negotiate work and family obligations; and (7) mastery, encouraged by instructors who return assignments for revision before final grading. Evaluative research of the PSI method indicate that students achieve better scores, retain information longer, and show more interest than traditional students. (EC)

government and includes articles on the role of trustees in federal advocacy, ways to demonstrate the importance of community colleges to legislators, the success of Wake Technical College, in North Carolina, and Illinois Central with their congressional representatives, what to include in a legislator's visit to a community college, the Association of Community College Trustees legislative hotline network participation form, and Federal Student Financial Aid and Employee Educational Assistance/Job Training survey forms. (MAB)

highly motivated teachers, receiving the same ratings and achieving the same student outcomes as their full-time counterparts. They bring breadth, depth, and relevance to the curriculum and allow colleges to teach subjects that would otherwise be excluded from the curriculum. They can provide a strong link to the community and to the workplace, as well as a tried and tested talent pool for recruiting full-time faculty. If care is taken to provide for their professional development and integration into the mainstream of the institution, part-time faculty can be key institutional assets. The professional development of part-time faculty should include an orientation workshop, a mentor program, and workshops and seminars on topics such as testing, grading, and teaching. Part-time faculty should also be provided opportunities to contribute to the instructional program and be recognized and be paid for their contributions. Colleges are overdue in viewing part-time faculty as full and equal members of the collegium. (ECC)

reviewed after the workshops, 34 included references to language development. The evaluation of the program indicated that training focused on providing information, when associated with a practical application, enhanced teachers' job performance. (ME)

regulations, training opportunities, and financial support that shape the preparation of center- and home-based practitioners. The study revealed the lack of a coordinated system to develop well-trained practitioners to work with young children in homes, centers, Head Start programs, or schools. Millions of practitioners are not required to have any early childhood training. Training that develops the full range of essential early care and education knowledge and skills is not consistently available or accessible. Earnings in the field are dramatically low, and financial support to pursue training is frequently insufficient. The report recommends the creation of a career development system that contains the following elements: (1) systemic planning; (2) effective quality controls for the profession; (3) progressive role-related, articulated training; (4) recognition and reward systems; and (5) expanded and coordinated financing. Appendix A contains the data tables for the study and Appendix B profiles promising training programs and career development initiatives. A glossary and a separate executive summary are included with the report. Contains 65 references. (TJQ)

as a Psychological Risk Factor in Children" (Lewis); (11) "Temperament and the Developmental Niche" (Super and Harkness); (12) "Kids in Context: Temperament in Cross-Cultural Perspective" (deVries); (13) "Temperament and Cultural Diversity" (Gordon); (14) "Variations in Cultural Influences in Hawaii" (Gerhard and others); (15) "Explorations of the Goodness-of-Fit Model in Early Adolescence" (Lerner and Lerner); (16) "Genetics and Individual Differences: How Chess and Thomas Shaped Developmental Thought" (Scarr); (17) "Interface of Nature and Nurture in the Family" (Plomin); (18) "Assessment of Individual Differences in the Temperament of Children: Evaluation of Interactions" (McDevitt); (19) "Specific Prevention and Intervention Strategies Used To Accommodate Individual Needs of Newborn Infants" (Medoff-Cooper); (20) "Specific Uses of Temperament Data in Pediatric Behavioral Interventions" (Carey); (21) "Developing Temperament Guidance Programs within Pediatric Practice" (Cameron and others); (22) "Seeing the Child in Child Care: Day Care, Individual Differences, and Social Policy" (Zigler and Hall); (23) "Temperament and Teachers' Views of Teachability" (Keough); (24) "The Temperament Program: Community-Based Prevention of Behavior Disorders in Children" (Smith); (25) "Parent Support Groups" (Anderson); (26) "Advocacy for the Health of the Public" (Eisenberg); and (27) "Summary and Conclusions: A Promising Opportunity for Better Prevention and Intervention" (Carey). Each chapter contains a reference list. (MDM)

All Children Ready To Learn: Toward the National Education Goals and High Standards for All Students.

PUB DATE- 22 Jun 93

NOTE- 26p.; A background paper for the Goals 2000: Educate America Satellite Town Meeting (June 22, 1993).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141); Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- At Risk Persons; Checklists; Child Development; \*Early Childhood Education; Educational Policy; \*Family Programs; Learning Readiness; Parenting Skills; Parents as Teachers; Program Descriptions; Public Policy; \*School Readiness; Social Services; \*State Programs

IDENTIFIERS- \*National Education Goals 1990

Noting that communities and states all across America are working to achieve the first National Education Goal--by the year 2000, all children in America will start school ready to learn--this paper provides information on efforts to meet that goal. The first portion of the paper presents a definition of readiness to learn devised by the Education Goals Panel that covers physical, emotional, language, and cognitive development, as well as approaches to learning. It then describes briefly several state programs to improve children's readiness, implemented at the infant as well as early childhood and preschool stages. This part also includes a checklist for evaluating childcare programs, and describes community and interagency collaborative efforts to ensure that those needing services can get them. The remainder of the document lists: (1) the policy recommendations of the National Governors' Association Task Force on Readiness dealing with education programs for at-risk children, parenting programs and in-home assistance for parents of high risk children, and structures that foster interagency cooperation; (2) contacts for programs mentioned in the text; (3) information on research and professional organizations; and (4) program referral and other sources of help as well as suggested readings. (HTH)

Movement of the 1980s" (H. Hamilton & E. Ryan); "Appalachian Women Fight Back: Organizational Approaches to Nontraditional Job Advocacy" (C. Weiss); "The Memory of Miners and the Conscience of Capital: Coal Miners' Strikes as Free Spaces" (R. A. Couto); "Singing across Dark Spaces: The Union/Community Takeover of Pittston's Moss 3 Plant" (J. Sessions & F. Ansley); The People's Respirator: Coalition Building and the Black Lung Association" (B. M. Judkins); "Sowing on the Mountain: Nurturing Cultural Roots and Creativity for Community Change" (G. Carawan & C. Carawan); "Engendering the Struggle: Women's Labor and Traditions of Resistance in Rural Southern Appalachia" (M. K. Anglin); "Appalachian Studies, Resistance, and Postmodernism" (A. Banks, D. Billings, & K. fice); "Politics, Expressive Form, and Historical Knowledge in a Blue Ridge Resistance Movement" (S. W. Foster); and "Conclusion: New Populist Theory and the Study of Dissent in Appalachia" (S. L. Fisher). The document includes bibliographies containing 286 items, a list of 26 pertinent organizations, and author profiles. (SV)



endangered species, research past and current efforts to preserve the species' habitat, develop and implement an action plan to educate the community about the species, and submit the plan to the California Department of Education for review and awards. The eight sections in this resource guide include: (1) an introduction providing a rationale for specific preservation and environmental protection; (2) a discussion of California's vanishing wildlife; (3) California's endangered species education program competition guidelines; (4) steps on how to adopt a species; (5) a sample adoption plan; (6) lists of endangered, rare and threatened plants and animals by county; (7) lists of resource organizations and agencies to contact for further information, including lists of governmental agencies and state and local organizations involved in species preservation; and (8) an endangered species bibliography containing publications, audio-visual materials, and class activity sources. Six appendices contain endangered species information cards for students, general habitat descriptions, an Adopt-A-Species application form, a sample outline of five lessons for teaching about endangered species, a copy of Senate Bill No. 885, and an Endangered Species Education Program participation response form. (MDH)

ED 367 546

SE 054 200

Working for the Environment Student Guide.

PUB DATE- Aug 92

NOTE- 15p.; For related career guides, see SE 054 201 and SE 054 203.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Career Awareness; Career Choice; Employment Opportunities; Environmental Education; Science Careers; Secondary Education; Student Financial Aid; Supported Employment

IDENTIFIERS- \*Environmental Occupations; Environmental Protection; \*Environmental Protection Agency

This guide was developed by the Environmental Protection Agency (EPA) to provide students with information about potential environmental careers with the agency. The brochure presents an overview of the EPA and its efforts to preserve the environment; and describes environmental public service careers, in general, and how scientists, engineers, attorneys and environmental protection experts are employed by the EPA, in particular. A concluding section highlights the availability of financial assistance with which students can pursue higher education, and potential work experience at EPA facilities. Lists of sources of environmental career information and EPA human resources offices are provided. (MDH)

Classroom Use - Teaching Guides (For Teacher) (052)  
DESCRIPTORS- \*Basic Skills; \*Competence; \*Educational Objectives;  
Elementary Secondary Education; \*Outcomes of Education; Public  
Schools; State Curriculum Guides; Student Attitudes  
IDENTIFIERS- \*Common Core of Learning (Connecticut)

Since its adoption in January 1987, Connecticut's Common Core of Learning has set the standard of an educated citizen for the state, and the five 1991-1995 Statewide Educational Goals for Students incorporate its policy on the skills, knowledge and attitudes that are expected of Connecticut's public secondary school graduates. The Common Core specifically defines what is expected of Connecticut students and schools. It details what school graduates ought to know and know how to do. The Common Core is organized under three major headings with subheadings that reflect significant groups of skills, knowledge, and attitudes. The first major heading is Attributes and Attitudes. This group includes self-concept, motivation and persistence, responsibility and self-reliance, intellectual curiosity, interpersonal relations, sense of community, and moral and ethical values. The second heading is Skills and Competencies, under which the subheadings are: reading; writing; speaking, listening, and viewing; quantitative skills; reasoning and problem solving; and learning skills. The third major heading is Understandings and Applications. The subheadings under this group are the arts, careers and vocations, cultures and languages, history and social sciences, literature, mathematics, physical development and health, and science and technology. The order of the three major headings represents a logical sequence of assuring effective learning. The Common Core is a statement of the student outcomes expected to result from the entire K-12 school experience. It has been developed to influence curriculum by generating discussion and stimulating change in school programs, student objectives, resource allocations, and teaching. (BK)

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

(150), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- \*Aesthetic Education; Art Appreciation; \*Art Education; \*Creativity; \*Cultural Education; \*Cultural Interrelationships; Cultural Pluralism; Developing Nations; Elementary Secondary Education; Foreign Countries; Higher Education; \*Individual Development; Social Status

Education should be the most efficient way of arousing the individual's cultural consciousness. A concept of "interculturality" now exists, signifying the importance of the interaction between different cultures. There must no longer be a distinction between the "high class" culture of the erudite and the "low class" culture of the lower social strata. It is necessary to recognize all of the influences upon the culture of the developing nation, even those influences that spring from former colonizers. Identity of self evolves through knowledge of the other. It is impossible to understand a nation's culture without understanding its arts. Any sound education develops personal expression and social integration, and art in particular contributes to such development. To be effective, art education must relate artistic production with aesthetic appreciation and historical information. Education must pay attention to visual literacy, to prepare children to understand and evaluate all sorts of images. Furthermore, in learning to appreciate and decodify works of art, children develop creativity. Art education also mediates between art and the general public. Training in art is important economically as well, in that many jobs relate directly or indirectly to art. Art is also critical for emotional development. It is impossible to conduct emotional and intellectual education without art. (SG)

secondary levels. Methods of presenting multicultural literature include: (1) textbooks devoted to literature from a specific ethnic, racial, or cultural group; (2) collections of writings from many ethnic groups, organized thematically; and (3) inclusion of multicultural literature in standard anthologies. The implications of these initiatives for teacher education programs include, among others: a definition of multiculturalism is needed; an attitudinal survey can clarify students' beliefs and values; students should read widely and share their insights; and prospective teachers must practice their new understandings in a courageous and proactive manner in classrooms. Appendices provide a sequence for multicultural literature study, a five-phase approach with Black literature and with Hispanic literature, a bibliography of multiethnic literature, and an attitudinal survey. (JbB)

\*Self Management; \*Teacher Education Curriculum; \*Thinking Skills

IDENTIFIERS- \*Self Regulated Learning; \*Western Illinois University

The Department of Educational Foundations at Western Illinois University developed a model preservice curriculum to respond to the problem of preparing teachers who can influence their environment rather than be victims of it and who can effectively transmit that message to students. Entitled Empowerment through Cognitive and Social Management (ECOSOM), the program employs a cognitive frame-of-reference construct which involves the ability to monitor, regulate, evaluate, and modify the learning process. The core of the ECOSOM paradigm is the self-regulated learning model postulated by Reinhard Lindner and Bruce Harris (1992) consisting of epistemological beliefs, motivation, metacognition, learning strategies, contextual sensitivity, and environmental utilization/control. Project ECOSOM is based on the belief that the self-regulated learning perspective in combination with an apprenticeship orientation makes for a potent approach to training future teachers. Project ECOSOM responds to the need for reflective practitioners who value critical thinking and self-regulated learning as "habits of mind" and commitment to the ideals of reflective thinking, assessment, and learning as an ongoing, life-long process. The curriculum relies upon course work, workshops, technological instruction, and participant action research experiences. Charts outlining dimensions of self-regulated learning and characteristics of self-regulated learners are appended. (Contains approximately 50 references.) (JDD)

Studies (4 credit hours), 6 credit hours in appropriate teaching methods, and 12 credit hours in an approved concentration. Forty principals directly involved with the supervision of interns who completed the University of Tennessee, Knoxville fifth-year teacher preparation/internship program were surveyed, and eight were interviewed. Results revealed general support for the internship program. Principals gave high ratings to statements about interns developing effective professional relationships with mentoring teachers, the year-long time frame, and interns' exposure to extracurricular activities. Principals gave low ratings to interns' pursuance of a master's degree, the content area skill of interns compared to student teachers, and intern performance on the Tennessee Instructional Model compared to student teachers. Maturity and confidence of interns were perceived as program strengths. The study concluded that a fifth-year teacher preparation/internship program compared favorably with fourth-year student teaching programs. (Contains 15 references.) (JDB)

New teachers entering classrooms must have training and skills to merge today's technologies into learning activities and strategies that will stimulate and maintain student interest. Colleges of education must provide modeling of new and advanced technologies by professors and "hands-on" opportunities for students to become skilled in using technological hardware and software. Suggested elements of a successful teacher preparation program are: (1) an electronic classroom in which the professor can control from one central podium a computer-driven interactive communication system to create, store, transmit, and retrieve textual, graphic, audio, and video information or, should the cost of such a classroom be prohibitive, portable teaching and learning stations on roll carts, which may include a computer, videotape player, videodisc player, video projector or LCD viewer, CD-ROM drive, SyQuest drive, etc.; (2) a multimedia development and production laboratory for faculty and students to gain "hands-on" experience; (3) a distance learning center that incorporates telecommunications to bring instruction to remote locations; and (4) a program to design, plan, and locally produce instructional video segments. (LL)

Priest, Laurie; Summerfield, Liane M.

Promoting Gender Equity in Middle and Secondary School Sports Programs. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Apr 94

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- \*Athletics; \*Compliance (Legal); \*Equal Education; Equal Facilities; High Schools; Intermediate Grades; Junior High Schools; \*Middle Schools; Physical Education; Program Evaluation; Secondary School Curriculum; \*Sex Fairness

IDENTIFIERS- ERIC Digests; \*Title IX Education Amendments 1972

This digest provides background information about gender equity in sports and physical activity as well as specific strategies for achieving equity at the middle and secondary school levels. The paper begins by describing gender equitable sports programs as ones in which either boys or girls would be pleased to accept as its own the program of the other. The digest then explains briefly the legal basis for gender equity in sport, Title IX of the Education Amendments of 1972. The main body of the digest presents a discussion of monitoring gender equity in middle and secondary school athletic programs. In sports programs, gender equity requires that equal athletic opportunities be provided for both genders and encompasses equivalence measures in the following areas: (1) accommodating the athletic interests and abilities of females, the historically underrepresented sex (including the selection of sports and levels of competition); (2) equipment and supplies; (3) scheduling; (4) opportunity to receive coaching (and academic tutoring); (5) assignment and salary of coaches (and tutors); (6) travel and per diem allowances; (7) locker rooms, medical, and other facilities; (8) housing and dining facilities and services; and (9) publicity and promotion. (LL)

ED 367 661

SP 035 119

Earley, Penelope M.

Goals 2000: Educate America Act: Implications for Teacher Educators.

PUB DATE- Apr 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials

(090), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Standards; \*Educational Legislation; Elementary Secondary Education; \*Faculty Development; Federal Aid; \*Federal Legislation; \*Federal State Relationship; Higher Education; Inservice Teacher Education; \*Policy Formation; Preservice Teacher Education; School Districts; Schools of Education; State Boards of Education; Student Improvement; Teacher Educators

IDENTIFIERS- \*Goals 2000; Legislative Intent; National Education Goals 1990; \*Policy Implications

This issue paper summarizes key program elements in the Goals 2000: Educate America Act (P.L. 103-227), signed into law on March 31, 1994. The legislation, designed to codify the eight



Manitoba Health Education Assessment 1991. Final Report: French Immersion Program = Evaluation en hygiène Manitoba 1991.  
Rapport final: programme d'immersion française.

PUB DATE- Jul 93

NOTE- 127p.

LANGUAGE- English; French

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Test, Questionnaires, Evaluation Instruments (160), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Comparative Analysis; \*Curriculum; \*Educational Assessment; Elementary Secondary Education; Foreign Countries; \*French; French Canadians; Grade 4; Grade 5; Grade 10; \*Health Education; \*Immersion Programs; Program Evaluation; State Programs; Surveys; Tables (Data); Teacher Attitudes; Test Results

IDENTIFIERS- \*Manitoba

The 1991 Manitoba Health Education Assessment consisted of the grade-4 health education test, a survey of grade-4 teachers, and the comparison of student performance in grades 5 and 10 from 1982 to 1991. The grade-4 sample consisted of 10% of students from English language schools, all students in Franco-Manitoban schools, and 25% of all students in French immersion programs (377 students). For grades 5 and 10, the sample included 10% of all students at both grade levels in all programs. This report contains results from the French immersion schools. The overall grade-4 results indicate that the curriculum was well covered. Students seem to have learned well, particularly in "hands-on" areas, and teachers appear to have been adequately trained. The comparison of grade-5 current results with those from 1982 showed a high degree of similarity, but the mean scores for grade-10 were generally lower in 1991. Specific recommendations are given for the different grade levels. Appendixes contain the teacher survey, a list of members of the advisory committee, and a description of major steps in the assessment. Ten tables and two figures present findings. (SLB)

ED 367 682

TM 021 127

Mulcahy, Robert; And Others  
Cognitive Education Project. Summary Project.

PUB DATE- 93

NOTE- 51p.; For the complete report, see TM 021 119.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Administrators; \*Cognitive Processes; Criteria; Elementary Education; \*Elementary School Students; Foreign Countries; Gifted; Grade 4; Grade 7; Inservice Education; \*Instructional Effectiveness; Learning Disabilities; Longitudinal Studies; Parents; Program Evaluation; Reading Comprehension; \*Teaching Methods; \*Thinking Skills

IDENTIFIERS- Alberta; Continuum Models; Feuerstein (Reuven); \*Instrumental Enrichment; \*Strategies Program for Effective Learning Thinking

The Cognitive Education Project conducted a 3-year longitudinal evaluation of two cognitive education programs that were aimed at teaching thinking skills. The critical difference between the two experimental programs was that one, Feuerstein's

# How North Carolina Ranks Educationally among the Fifty States. 1993.

PUB DATE- 93

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Attendance; Comparative Analysis; Decision Making; Demography; Educational Finance; Educational Planning; \*Educational Trends; Elementary Secondary Education; \*Enrollment; Expenditures; \*Financial Support; Income; Public Schools; State Departments of Education; \*State Programs; Tables (Data); Teachers; Teacher Salaries; Trend Analysis

IDENTIFIERS- \*North Carolina

This annual publication is designed to show North Carolina's rank among the states on a wide variety of educational and related statistics. This information may be useful for a number of planning and evaluation purposes. Data are presented in the following areas: (1) population; (2) enrollment and attendance; (3) faculty; (4) general financial resources; (5) governmental revenue; (6) school revenue; (7) governmental expenditures and debt; (8) school expenditures; and (9) miscellaneous. Data in each area are followed by tables of educational trends in North Carolina. Over 100 statistics related to public education in North Carolina are presented. In 1991, the school-age population was 17.2% of the total state population, with over 1.1 million children in elementary and secondary schools served by over 75,000 instructional personnel. Thirty-five states pay a higher average annual salary to teachers, and 34 states have a higher per capita personal income. Thirteen charts present these and other statistics. (SLD)

ED 367 703

TM 021 171

Glover, Theresa

## The Teaching of Educational Psychology through Project-Based Learning.

PUB DATE- Oct 93

NOTE- 11p.; Paper presented at the Annual Meeting of the Midwest Association of Teachers of Educational Psychology (23rd, Anderson, IN, October 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; \*Curriculum Development; \*Educational Psychology; Evaluation Methods; \*Group Instruction; Higher Education; Independent Study; \*Instructional Effectiveness; Student Evaluation; \*Student Participation; Student Projects; Teacher Effectiveness; Teaching Methods

Active student involvement in the educational psychology classroom through project-based learning promotes student growth toward autonomy and academic success. Guidelines for teaching through project-based learning are as follows: (1) examining your own educational philosophy; (2) allowing students the freedom to proceed as they best function; (3) looking at each course from the perspective of how it can be presented through student involvement, participation, and

Passow, A. Harry

Title I ESEA/Chapter 1 ECIA: A Quarter Century Effort To Provide Educational Equity and Equality.

PUB DATE- Jun 92

NOTE- 35p.; Paper presented at the International Seminar on "Educational Advancement and Distributive Justice: Between Equity and Equality" (Jerusalem, Israel, June 28-30, 1992).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Historical Materials (060), Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Accountability; Basic Skills; \*Compensatory Education; Context Effect; Disadvantaged Youth; Economically Disadvantaged; Educational Environment; Educational Finance; \*Educational History; Educationally Disadvantaged; Elementary Secondary Education; \*Equal Education; Federal Legislation; Poverty; Program Effectiveness; Program Evaluation

IDENTIFIERS- \*Education Consolidation Improvement Act Chapter 1; \*Elementary Secondary Education Act Title I; Hawkins Stafford Act 1988

It is more than a quarter century since Title I of the Elementary and Secondary Education Act (ESEA) of 1965, the first major Federal legislation authorizing funds for compensatory education for the disadvantaged, came into effect. In 1981, Chapter 1 of the Education Consolidation and Improvement Act (ECIA) replaced Title I. Some Federal funding requirements were modified, but the program functions serving poor children remained essentially intact. Three quarters of all elementary schools, nearly half of middle and junior high schools, and one quarter of high schools are involved. The history and background of compensatory education are reviewed, emphasizing the diverse nature of Chapter 1 programs. In spite of this diversity, most emphasis has been on basic skills and small-group instruction, with the general approaches being pull-out, add-on, in-class, and replacement programs. A number of studies of Chapter 1 effectiveness and outcomes are reviewed. The most important new trends in compensatory education have been defined by the Hawkins Stafford Elementary and Secondary School Improvement Amendments of 1988, which spearheaded a shift from fiscal accountability to educational accountability. Its provisions incorporate much of what has been learned about closing educational gaps for the disadvantaged. (Contains 26 references.) (SLB)

Boykin, A. Wade

Reformulating Educational Reform: Toward the Proactive Schooling of African American Children.

PUB DATE- 92

NOTE- 90p.; Paper commissioned for "Evaluation and Education Reform: Students At-Risk Study," American Institutes for Research.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Ability Grouping; \*Black Students; Educational Assessment; \*Educational Change; Educational History; Educational Improvement; Elementary Secondary Education;

Language Instruction; \*Spanish Speaking; \*Student Teaching;  
\*Teacher Education; Teacher Supply and Demand  
IDENTIFIERS- \*California State University; Mexico; San Diego  
State University CA

Searching for additional bilingual-crosscultural teachers, the California State University (CSU) system plans to combine teacher education and the CSU International Programs approach. Basic elements of this program are: (1) intensive study of Spanish and immersion in a Spanish-speaking milieu; (2) a living experience in the Mexican culture; (3) a specific curriculum and program supporting a post-baccalaureate credential year with student teaching in Californian and Mexican schools; and (4) an alternate curriculum supporting the professional development needs of already credentialed teachers. Although this approach is not the entire solution to the shortage of qualified bilingual-crosscultural teachers, it is expected to provide a cadre of teachers able to offer special knowledge and assistance to school districts and professional colleagues. The development of the program is traced, and plans for its implementation, including program evaluation, are detailed. (SLD)

ED 367 745

UD 029 764

Gutierrez, Lorraine M.; Poore, Cindy  
Retaining Latino Undergraduates: Lessons from the University of Michigan.

PUB DATE- Apr 90

NOTE- 23p.; Paper presented at the Annual Meeting of the American Association for Higher Education (San Francisco, CA, April 3, 1990). For related document, see UD 029 765.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Persistence; College Environment; College Faculty; Control Groups; \*Cultural Differences; Dropouts; Ethnic Groups; Ethnicity; Ethnocentrism; Higher Education; \*Hispanic Americans; \*Identification (Psychology); Questionnaires; Racial Differences; School Holding Power; \*Undergraduate Students

IDENTIFIERS- Focus Groups Approach; \*Latinos; \*University of Michigan

This paper describes an effort to find ways to respond to the challenges of supporting student and faculty diversity by providing data about the experiences of Latino undergraduates at the University of Michigan. Data were collected from a random sample of 73 Latino undergraduates and a comparison group of 24 non-Latinos. The Latino group represents more than 10 percent of the entire Latino population of 523 undergraduates, who in turn represent only 2.1 percent of the entire student body. Latinos make up 1.1 percent of the faculty. In recent years, only 61 percent of Latino undergraduates have completed their programs within 6 years, in contrast with 77 percent of all Anglos. Questionnaire and focus group information indicates that the majority of Latino students had a relatively strong sense of identification with their ethnic origin. They also felt that their sense of biculturalism had not been validated or recognized by others, and say there is a role for further education of the majority as well as self-help efforts by minority groups. Responses of non-Latino students indicate that they recognize some specific problems and needs related to Latino ethnocentrism. Seven tables present findings. (Contains 38 references.) (SLD)

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Black Students; Case Studies; Child Behavior; Cultural Differences; \*Culture; \*Educational Environment; Elementary Education; \*Elementary School Students; Equal Education; Ethnic Groups; Foreign Countries; Minority Groups; Multicultural Education; \*Racial Bias; Racial Discrimination; Teacher Attitudes; \*Urban Schools; White Students

IDENTIFIERS- Caribbean; \*England

This study of how race emerges for young children as a plausible explanatory framework for incidents in their everyday lives is based on a school term of observation in each of 3 British urban elementary schools, with over 150 hours of interviews with students, ages 10 and 11 years, in their last 2 years of primary (elementary) schooling. All three schools have minority populations, largely Asian and Afro-Caribbean, from 12 to 25 percent. Nine case studies illustrate responses of individual children. The study reveals that race and racism are significant features of the cultures of children in predominantly white schools, with the most common expression being racist name calling. Differences in overt racism among the schools seem to be the consequence of the effectiveness of the stance that educators and staff take toward racist incidents. Within children's cultures, it is primarily interactional ideologies that animate racist ideologies and translate them into social practice. There are also strong dynamics of racial egalitarianism within children's cultures, especially in adolescence, but these can be overridden and reversed through the emergence of powerful peer cultures based on racist interpretive frameworks and interactional repertoires. The chapters are: (1) Feeling Harassed? Racist Incidents in Britain; (2) Friend or Foe? Relationships between Black and White Children in School; (3) Children's Cultures, Black Experiences; (4) The Meanings of Racist Name-Calling; (5) Case Studies; (6) Sources of Racism; (7) Responses to Racist Incidents; and (8) The Four Girls. (Contains 129 references.) (SLD)

ED 367 766

UD 029 787

Hessari, Ruth; Hill, Dave  
Practical Ideas for Multicultural Learning and Teaching in the Primary Classroom.

PUB DATE- 89

NOTE- 173p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Communications; \*Cultural Awareness; Curriculum Development; Educational Change; Educational Objectives; Educational Practices; \*Elementary Education; Ethnic Groups; Foreign Countries; Interpersonal Relationship; Mathematics; \*Multicultural Education; Self Esteem; Social Development; \*Teaching Methods; Thinking Skills

IDENTIFIERS- British National Curriculum; \*England; Reform Efforts

The practical application of multicultural education to the British elementary school classroom is discussed, taking into account the 1988 Education Reform Act and the attainment targets of the British National Curriculum. Part 1 explores the

National Education Goals, authorizes funds for K-12 school improvement and establishes a framework to encourage state and local educational agencies to develop comprehensive plans to integrate and implement federal education programs. The goals focus on: (1) improving student learning by establishing objectives for students and schools; (2) encouraging states and local school districts to adopt rigorous standards for their education systems; (3) improving the quality of teaching in K-12 schools; (4) identifying common standards or benchmarks for student achievement; (5) and reaffirming the National Education Goals as federal policy. The main purpose of this report is to advise deans and directors of departments, schools, and colleges of education of the challenges and opportunities in the new law. The report includes: a description of the goals, including proposed authorization for each of its parts, a close-up examination of Goal 4--Teacher Education and Professional Development, and a timeline for implementation. (LL)

ED 367 662

SP 035 120

McCloskey, Wendy; Egelson, Paula  
Designing Teacher Evaluation Systems that Support Professional Growth.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 42p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Beginning Teachers; Demonstration Programs; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; \*Evaluation Methods; Faculty Development; \*Formative Evaluation; \*Program Development; Public Schools; School Districts; Secondary School Teachers; \*Summative Evaluation; \*Teacher Evaluation; Teacher Improvement; Teaching Experience

IDENTIFIERS- \*Experienced Teachers; North Carolina; South Carolina

This guide is intended as a resource for school or school district leadership teams who desire to rethink the teacher evaluation process. Three chapters address the task of designing a teacher evaluation system that encourages self-reflection and continuous improvement, as well as the personal and professional growth of experienced teachers. The first chapter explores the differences between a formative teacher evaluation system (for professional growth) and a summative system (for accountability). Chapter 2 outlines the who, what, and how of formative evaluation. Chapter 3 examines the design steps involved in developing a formative evaluation system, describes some formative evaluation systems currently being piloted in the SouthEastern Regional Vision for Education (SERVE) region, and provides a sample planning worksheet. The guide includes: a model dual-purpose teacher evaluation system (formative in the first and second years, summative in the third year); and a matrix of evaluation methods by sources of feedback (in-class observation, videotape of teaching, student achievement results, journals, portfolios, questionnaires, and interviews. An annotated bibliography and 24 references complete the document. (LL)

ED 367 663

TM 021 064

Instrumental Enrichment (IE) method, was taught out of curricular content, while the other, the Strategies Program for Effective Learning/Thinking (SPELT), was taught directly within curricular content. The effectiveness of these two programs was compared with traditional instruction at grades 4 and 7 for 900 gifted, learning disabled, and normally achieving students. Results indicate that cognitive education was effective in improving student thinking, especially for the grade-4 learning disabled students and to a lesser extent the gifted students, in reading comprehension and comprehension monitoring. SPELT tended to produce more positive changes than did IE, and SPELT was better received by teachers, parents, and administrators, although both programs were favorably received. Two tables and 10 figures present study findings. (Contains 21 references.) (SLB)

ED 367 683

TM 021 132

Koretz, Daniel; Diebert, Edward  
Interpretations of National Assessment of Educational Progress (NAEP) Anchor Points and Achievement Levels by the Print Media in 1991.

SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.

PUB DATE- 93

NOTE- 49p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Achievement; Communication (Thought Transfer); Elementary Secondary Education; \*Information Dissemination; Journalism; Mathematics Achievement; \*Mathematics Tests; National Competency Tests; Newspapers; News Reporting; \*News Writing; Periodicals; Scaling; \*Test Interpretation; Test Results; Writing for Publication

IDENTIFIERS- Accuracy in Media; Anchor Points; \*National Assessment of Educational Progress; \*Print Media

This report reviews the accuracy and reasonableness of statements in the print media about student proficiency on the 1990 National Assessment of Educational Progress (NAEP) in mathematics. It explores the apparent effects of two reporting approaches, the anchor-point method used by the Educational Testing Service and the National Center for Education Statistics since 1984 and the achievement-level (performance standards) method instituted in 1990 by the National Assessment Governing Board. In presenting anchor points and achievement levels the majority of writers incorrectly portrayed performance as discontinuous and ignored the continuum of success and failure. P-values, when provided, were frequently misinterpreted. Only a minority of articles mentioned the judgmental nature of the levels. Use of these metrics appeared to help the press by providing quotable and seemingly clear expressions of test results, but many articles were simplistic or incorrect, and important information often went unreported. Neither method as implemented for the 1990 results was adequate. Some suggestions are made for improved reporting. Two tables present details about the methods. (Contains 40 references.) (SLB)

ED 367 684

TM 021 134

Rothman, Robert  
Assessment Questions: Equity Answers. Proceedings of the 1993

discovery; (4) managing group work effectively; (5) using a two-tier system to evaluate individual and group work separately; (6) treating students like the professionals they aspire to become; and (7) being committed to adapting and changing ideas. (Contains 7 references.) (Author/SLD)

ED 367 704

TM 021 172

Allen, Melissa A.  
Thurstone's Method of Paired Comparisons: Review of an Old but Still-Useful Measurement Protocol.

PUB DATE- Jan 94

NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Attitude Measures; Child Behavior; \*Children; Communication Problems; Comparative Analysis; Heuristics; Likert Scales; \*Measurement Techniques; Psychometrics; \*Rating Scales; Reliability; \*Research Problems

IDENTIFIERS- \*Paired Comparisons; \*Thurstone Model

Special problems confront the researcher measuring the attitudes of young children who cannot readily make cognitive judgments associated with conventional psychometric scales, such as Likert scales. One measurement strategy, called the method of paired comparisons, can overcome these difficulties. The method is explained in this paper. A small heuristic data set using 12 children is employed to make the discussion more concrete and understandable. Included are four tables and one figure. (Contains 11 references.) (Author)

ED 367 705

TM 021 173

Henington, Carlen  
A Primer on the Use of Predictive Discriminant Analysis.

PUB DATE- Jan 94

NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Correlation; Least Squares Statistics; Measurement Techniques; \*Multivariate Analysis; \*Prediction; Predictor Variables; Research Problems; Statistical Analysis; Validity

IDENTIFIERS- \*Descriptive Discriminant Analysis; \*Predictive Discriminant Analysis

It has been increasingly realized that (1) multivariate methods are essential in most quantitative studies (Fish, 1988; Thompson, 1992), and (2) all conventional parametric analytic methods are correlational and invoke least squares weights (e.g., the beta weights in regression) (Knapp, 1978; Thompson, 1991). The present paper reviews one very popular multivariate analytic method that explicitly invokes weighting to optimize one criterion: the analytic method that researchers have come to call predictive discriminant analysis (Huberty and Barton, 1989; Huberty and Wisenbaker, 1992). Predictive discriminant analysis (PDA) is differentiated from descriptive discriminant analysis (DDA) (Dolenz, 1993) by a focus on predicting



Multicultural Education; Nontraditional Education; Social Control; \*Social Problems; Talent; Talent Development; \*Teaching Methods; Track System (Education)  
IDENTIFIERS- \*African Americans; Afrocentrism; Overdetermination; Reform Efforts

Educational reform efforts to date in the United States have not been germane or responsive to the social problems of African American children. The reform efforts advanced to date have only been exercises in tinkering around the educational edges. Our educational focus, the origin of which is outlined, must shift in at least two major ways. First, we must turn from preoccupation with talent assessment and its trappings to a commitment to talent development. Second, we must as a nation move away from an obsession with social homogenization and social control to a system based on racial and cultural diversity. This paper discusses the traditional assumptions for psychological and pedagogical processes that underlie the present focus on talent assessment and compares them with alternative assumptions that underlie a focus on talent development. A second section makes a case for deep cultural structure and the incorporation of Afro-cultural ethos into the pedagogical process at the deepest levels of schooling. Overdetermination is proposed as an explanatory framework for the educational process and a structural guide for reform. A table lists implications of cultural deep structure analyses. (Contains 46 references.) (SLD)

ED 367 726

UD 029 484

Oultz, Janice Hamilton

The Demographics of American Families.

SPONS. AGENCY- Milken Inst. for Job and Capital Formation, Santa Monica, CA.

PUB DATE- Mar 93

NOTE- 33p.; A product of the Center for Demographic Policy at IEL.  
LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Children; Comparative Analysis; Ethnic Groups; \*Family (Sociological Unit); \*Family Characteristics; \*Family Income; Family Size; Heads of Households; Human Geography; Labor Force; One Parent Family; Social Change; Socioeconomic Status; Tables (Data)

This report examines the current demographics of American families and households and how today's families differ from those of the past. Of special interest to educators are those tables providing data concerning children under age 18, i.e., school age children. Specific data from the years 1950, 1970, and 1990 include: (1) the numbers of U.S. households by type; (2) the change in the numbers of families by type; and (3) the numbers of families with children under age 18 by type. Other data examined concern family composition by race and Hispanic origin for 1970, 1980, and 1990; the living arrangements of children under age 18 for 1991; the percentage of children under age 18 living in poverty; the median income of families with children by type of family, race, and ethnicity as of the year 1990; the labor-force participation of women and men compared for the years 1950 through 1990; and the labor force status of married-couple families with children for the years 1975 through 1990. Based on the data, it appears that there are: (1) more married-couple families without children than married-couple families with children; (2) more families with stepchildren; (3) many more one-parent families with children, most of whom are poor; (4) more fathers raising their children

Gutierrez, Lorraine  
Empowerment and the Latino Community: Does Consciousness Make a Difference?

PUB DATE- 90

NOTE- 22p.; An earlier version of a paper given at the Annual Program Meeting of the Council on Social Work Education (Reno, NV, March 1990). For related document, see UD 029 764.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Attitude Change; Attitudes; Behavior; Behavior Change; Beliefs; \*Consciousness Raising; Control Groups; \*Ethnicity; Higher Education; \*Hispanic Americans; \*Identification (Psychology); Political Influences; Self Concept; Social Change; \*Undergraduate Students

IDENTIFIERS- \*Empowerment; Focus Groups Approach; \*Latinos  
Empowerment theory suggests that changes in beliefs and attitudes contribute to the participation of individuals in social change. It assumes that in order for individuals to work for the collective good, they must develop a sense of critical consciousness. This study uses experimental methods to test the application of this theory to the Latino community. Participants were a random sample of 73 Latino undergraduates at a large midwestern university. Twenty-three students participated in a control condition and were asked about their experiences as Latinos at the school. Fifty students were assigned to one of two experimental focus groups, one designed to arouse participants' feelings of ethnic identification and one to arouse ethnic consciousness. Results suggest there is a direct effect of consciousness on the cognitive aspects of political empowerment, but no effect on its behavioral component. This supports the assumptions of empowerment theory and suggests a need for a more complex understanding of this concept. Five tables and two figures present study findings. (Contains 38 references.) (Author/SLD)

ED 367 747

UD 029 766

Career Paths. Guide to Business and Other Internships, Scholarships and Career Development Opportunities for Minority Students.

PUB DATE- 91

NOTE- 225p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Career Choice; Career Development; Career Exploration; Career Planning; Education Work Relationship; \*Field Experience Programs; Higher Education; \*Internship Programs; \*Minority Groups; Resource Materials; \*Scholarships; State Aid; State Programs; Student Experience; Work Experience; \*Work Study Programs

IDENTIFIERS- Urban League

This directory lists educational and work-study projects that are available to minority students. It lists programs targeted for students, their parents, guidance counselors, and supervisors to help with the search for the appropriate educational or training assistance vehicle. Programs are grouped in the following categories: (1) internships; (2) scholarships; (3) precollege programs; (4) sources of information; and (5)

historical development of multicultural education, considering sex and class inequality and local and national educational practices; and makes suggestions for improvement. Part 2 suggests practical ideas for explicit and hidden curricula. Seven themes for ethnically diverse topics include: (1) celebrations; (2) communications; (3) journeys; (4) shelter; (5) homes; (6) food; and (7) hats and head coverings. For each area, teacher aims and pupil objectives are defined and potential resources are listed. Self-esteem, self-awareness, the awareness of others, relationships, and thinking and questioning are explored as aspects of social and personal development in a multicultural context. The interweaving strands of language diversity, ethnic diversity within mathematics classes, and ethnic diversity around the school are discussed. (Contains 112 references.) (SLD)

Hansen, Janet

The Correlation between the National Educational Development Test and the American College Testing Program.

PUB DATE- 93

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Ability; \*College Entrance Examinations; Comparative Analysis; \*Correlation; Females; Higher Education; High Schools; High School Students; Parochial Schools; \*Prediction; Predictive Measurement; Pretests Posttests; \*Scores; Test Results; Urban Schools

IDENTIFIERS- \*ACT Assessment; \*National Educational Development Tests; Preliminary Scholastic Aptitude Test; Scholastic Aptitude Test

Students who take the National Education Development Test (NEDT) receive predictions of their test score range for college entrance examinations including the American College Testing Program (ACT). This study was undertaken to investigate the correlation between scores on the NEDT and the ACT. Sixty female students were selected from the junior class of an urban, parochial high school with students from middle class communities. Predicted ACT scores from the NEDT were compared with ACT scores for the sample in a single group pretest-posttest design. Findings were tabulated in terms of means and standard deviations. There is a statistically significant correlation of 0.87 between scores on the NEDT and scores on the ACT. This information supports the assumption that the NEDT is a useful predictor of ACT scores. A table presents comparison findings. (Contains 10 references.) (SLD)

ED 367 664

TM 021 101

Bond, Linda; And Others

Surveying the Landscape of State Educational Assessment Programs. EdTalk.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 93

NOTE- 58p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Databases; Data Collection; \*Educational Assessment; Educational Change; Educational Improvement; Educational Objectives; Elementary Secondary Education; Evaluation Methods; Interviews; Models; National Surveys; School Districts; Standards; State Legislation; \*State Programs; \*Student Evaluation; \*Teacher Participation; \*Test Construction; \*Testing Programs

IDENTIFIERS- Performance Based Evaluation; \*Reform Efforts

This publication explores the relationship between state systemic reform initiatives and state student assessment programs using a database established by the North Central Regional Educational Laboratory and interviews with state assessment directors in California, Indiana, Maryland, Michigan, Texas, and Vermont. States throughout the country are actively pursuing systemic educational reform. The survey and interviews reveal that states approach the development of new or revised assessments in the following ways: (1) developing totally new assessments to accompany new goals; (2) reconfiguring or supplementing existing assessments; (3) revising traditional

CRESST Conference (Los Angeles, California, September 12-14, 1993). Evaluation Comment.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- 94

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- Access to Education; \*Conferences; Cost Effectiveness; Cultural Awareness; Cultural Differences; Definitions; \*Educational Assessment; Educational Change; Educational Objectives; Elementary Secondary Education; \*Equal Education; Outcomes of Education; Portfolios (Background Materials); Racial Differences; \*Standards; \*Test Bias; Test Construction; Testing; Testing Programs; Test Interpretation  
IDENTIFIERS- Alternative Assessment; \*Authentic Assessment; Large Scale Programs; \*Performance Based Evaluation; Reform Efforts  
Focusing on one of the critical questions in the shift to new forms of assessment, researchers, policymakers, and teachers met at the 1993 Center for Research on Evaluation, Standards, and Student Testing (CRESST) to consider equity in assessment. The opening remarks of CRESST co-director Robert Linn stressed that equity is at the center of debates over assessment and new standards. Synopses of the remarks of a number of speakers are grouped under the following headings: (1) the definition of equity; (2) the evaluation of the fairness of assessments; (3) data from large-scale assessment programs; (4) costs of performance assessment; (5) equity and assessment design; (6) portfolios; (7) group assessment; (8) equity and the interpretation of assessment results; (9) equity and the research agenda; and (10) reports from working groups on the design of equity-sensitive performance assessments. The concluding remarks of Adam Urbanski of the Rochester (New York) Teachers Association pointed out that reforming schools is a long and difficult process that must involve the entire community. A list of CRESST and Center for the Study of Evaluation reports available is included. (SLD)

ED 367 685

TM 021 135

Bottani, Norberto; And Others

Education at a Glance. OECD Indicators. Second Edition = Regards sur l'education. Les indicateurs de l'OCDE. Seconde edition.

PUB DATE- 93

NOTE- 279p.; For previous edition, see ED 352 387.

LANGUAGE- English; French

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports -

Evaluative/Feasibility (142), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Adult Education; Comparative Analysis; Decision Making; Definitions; \*Demography; Economic Factors; \*Educational Trends; Elementary Secondary Education; Expenditure per Student; Expenditures; Foreign Countries; Higher Education; Human Resources; Labor Market; \*Outcomes of Education; Participation; Social Influences; Tables (Data); Trend Analysis; Vocational Education

IDENTIFIERS- \*Educational Indicators; \*Organisation for Economic Cooperation Development

The educational indicators in this report show how education systems in the 24 member countries of the Organisation for Economic Co-Operation and Development (OECD) resemble each

membership in intact groups. The paper is intended as a primer introducing researchers to the distinction between PDA and DBA and explaining analytic issues related to the PDA application (Van Epps, 1987). For example, adding predictors can actually result in worse prediction in PDA, though in no other analytic methods can adding predictors result in worse effects. Methods for evaluating predictor variable importance using leave-one-out (L-O-O) strategies are also explored. Included are two tables and one figure. (Contains 17 references.) (Author/SLB)

ED 367 706

TM 021 174

Thompson, Bruce; Stone, Elizabeth  
Concurrent Validity of Scores from an Adjectival Self-Description Checklist in Relation to Myers-Briggs Type Indicator (MBTI) Scores.

PUB DATE- Jan 94

NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Check Lists; College Students; \*Concurrent Validity; Factor Analysis; Higher Education; \*Measurement Techniques; \*Personality Measures; Personality Traits; \*Scores; Test Construction; Test Reliability; \*Test Use

IDENTIFIERS- \*Myers Briggs Type Indicator

The Myers-Briggs Type Indicator (MBTI) is one of the most frequently used measures of personality. MBTI Form G and a self-descriptive adjectival checklist, the "Personal Preferences Self-Description Questionnaire" (PPSDQ), were administered to 191 college students. The four dimensions of personality measured by the MBTI are: Extraversion-Introversion; Sensing-Intuition; Thinking-Feeling; and finally, Judging-Perceiving. The purpose of our exploratory study was to evaluate whether the adjectival self-description checklist may provide a viable method of quickly obtaining initial type information. Data were analyzed by computing classical test theory reliability statistics and principal components analyses. Results are generally favorable regarding at least three of the four constructs presumed to be measured by the PPSDQ. Additional items must be formulated to tap the fourth dimension (Judging-Perceiving). Six tables and one figure are included. (Contains 11 references.) (Author/SLB)

ED 367 707

TM 021 175

Thompson, Bruce  
It Is Incorrect To Say "The Test Is Reliable": Bad Language Habits Can Contribute to Incorrect or Meaningless Research Conclusions.

PUB DATE- Jan 94

NOTE- 32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Data Collection; Editing; Jargon; Language Patterns; Language Role; \*Language Usage; Quality Control; \*Reliability; Research Problems; \*Research Reports; Scores; Semantics;

alone; and (5) many more mothers in the labor force with, in 1992, more than 6 of 10 families with children having working mothers. (Contains 8 references.) (GLR)

ED 367 727

UD 029 571

Vergun, Pamela

National Conference on Educational Reforms and At-Risk Students  
Proceedings (San Francisco, California, April 24-25, 1992).

SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.

PUB DATE- Apr 92

NOTE- 64p.; Prepared by the Youth and Community Research Group.  
LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- American Indians; Cooperation; \*Cultural  
Differences; \*Educational Change; Educational Environment;  
Educational Quality; Elementary Secondary Education; Ethnic  
Groups; \*High Risk Students; Hispanic Americans; Mentors;  
Prevention; \*Program Implementation; Rural Areas; \*Student  
Characteristics; \*Urban Schools

IDENTIFIERS- Chicago Public Schools IL; Latinos; New York City  
Board of Education; Philadelphia School District PA; Reform  
Efforts

This conference involved approximately 180 educators and researchers in a dialogue about educational reform and at-risk students. Ten invited presentations organized into general sessions on cultural differences and ongoing reform initiatives provided impetus for discussion. These proceedings are not transcripts of papers, but they do convey the content of the presentations and the discussions that ensued. Participants generally agreed that students are not naturally at-risk, but that risk develops from the interaction of student characteristics and characteristics of the school environment. The conference was divided into three sessions: (1) areas of building on and integrating cultural diversity; (2) encouraging school effectiveness and student persistence; and (3) barriers and incentives to implementing reforms. Summaries of papers on the following topics are included: cultural dissonance; historical experiences of Native Americans; differences and commonalities in the experiences of Hispanic/Latino youth; differences across ethnic groups in the way children learn; the other at-risk youth--the situation in rural America; reform in New York City; changing school environments to create advocates and mentors for students; barriers and incentives to implementing reforms (keynote); the Chicago School Reform Act; and the Philadelphia Schools Collaborative. Group discussions on setting the stage for reform and remedies and reforms are also summarized. (SLB)

ED 367 728

UD 029 579

Peck, Magda G., Ed.

Strengthening Urban MCH Capacity. Urban Maternal and Child Health  
Leadership Conference (Washington, D.C., September 13-16,  
1992). Conference Highlights.

PUB DATE- 93

NOTE- 165p.; Published by CityMatCH.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021)

DESCRIPTORS- \*Child Health; \*Community Programs; \*Economically  
Disadvantaged; Federal Government; \*Health Programs; Health

efforts of the National Urban League. Each entry explains what the program does, who is eligible, and how to apply. A summary index assists in locating the programs. (SLD)

ED 367 748

UD 029 767

Hypotheses for Effective Dropout Prevention: Lessons from Project "YES."

PUB DATE- Jun 93

NOTE- 149p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Ability; At Risk Persons; Case Studies; College School Cooperation; \*Community Involvement; Disadvantaged Youth; Dropout Characteristics; \*Dropout Programs; Dropout Rate; Dropouts; Higher Education; \*High Risk Students; \*Inservice Teacher Education; \*Parent Participation; Potential Dropouts; Program Evaluation; School Holding Power; Secondary Education; Surveys; Volunteers

IDENTIFIERS- \*Project YES VA; Virginia

This second interim report presents evaluation results from Project Youth Experiencing Success (YES) and documents a decrease in the Virginia statewide event-dropout rate in grades 7 through 12 from 4.8 percent during the 1988-89 school year to 3.3 percent during the 1991-92 year. Event-dropout rates measure the proportion of students who drop out in a single year without completing high school. The project supports school divisions in their efforts to provide services for at-risk youth. A statewide survey of Project YES coordinators and an in-depth case study of seven schools found that there is some active attempt to foster parent involvement by Project YES staff. The major focus is on helping the parent help the child with schoolwork and in involving parents as volunteers in school. Project YES shows community involvement primarily by using service agencies for referrals and for information. Data on parent and community approaches show room for improvement and innovation. The project evaluation team suggests that YES programs might be more effective if school divisions were to devote more time to inservice training and cooperation with local colleges and universities. Ten appendixes present numerical data on dropouts and supporting materials, including the statewide survey instrument and the principal and teacher interview guides. (Contains 63 references.) (SLD)

ED 367 749

UD 029 768

Deever, Bryan

The Laboratory School as the Nexus of Power: Desegregation, the College, and the Public Schools, 1965-1970.

PUB DATE- Apr 93

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Atlanta, GA, April 12-16, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Ability Grouping; Black Education; College Desegregation; College School Cooperation; \*Desegregation Effects; Educational History; Elementary Secondary Education; Federal Legislation; Higher Education; \*Laboratory Schools; \*Political Power; \*Power Structure; Public Schools; Racial



assessment instruments and raising standards; and (4) Leaving assessment development to local school districts. The first three approaches are highlighted in this discussion. It appears that there is not a single best model for state assessment and that innovation should be supported and encouraged. Assessment and reform efforts should foster the same goals, and teacher involvement is essential. Quick fixes will not be the answer. If states change assessment without changing instructional practices, there is little likelihood of improved student performance. Appendixes contain a glossary and an overview of assessment practices. Two tables present survey information. (Contains 14 references.) (SLD)

ED 367 665

TM 021 102

Standards for All: A Vision for Education in the 21st Century.

High Standards for All Students. Goals 2000: Educate America.

PUB DATE- 93

NOTE- 18p.; A Background Paper for the Goals 2000: Satellite Town Meeting, September 21, 1993.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; \*Educational Change; Educational Objectives; Elementary Secondary Education; \*Futures (of Society); Graduation Requirements; Knowledge Level; National Competency Tests; School Districts; \*Standards IDENTIFIERS- \*Goals 2000; Reform Efforts; Standard Setting The vision of the Goals 2000 program for educational improvement leads to the fundamental question of what we want students to know. School districts throughout the country are beginning to grapple with this question, and some national efforts have been made to help them. The National Council on Education Standards and Testing has recommended development of voluntary national standards for achievement, and the Department of Education is supporting projects to develop standards in seven areas. Examples are given of standards that have been developed for mathematics (National Council of Teachers of Mathematics) and the arts. Final standards for each project may not be completed until 1995 or 1996, but communities need not wait to involve themselves in the standard-setting discussions. Every state, community, school, and home should be addressing what we want students to know and be able to do, and what can be done to help students meet high standards. Contains a list of 28 resources for further information. (SLD)

ED 367 666

TM 021 103

What Do Student Grades Mean? Differences across Schools.

Education Research Report.

PUB DATE- Jan 94

NOTE- 5p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- \*Academic Achievement; Accountability; Comparative Analysis; Educational Change; Educationally Disadvantaged; \*Educational Practices; Elementary Secondary Education; Grade Inflation; \*Grades (Scholastic); \*Grading; Longitudinal Studies; Low Income Groups; Parent Attitudes; \*Parent Participation; Parent Rights; Poverty; School Districts; Scores; Student Evaluation; Test Results

IDENTIFIERS- \*National Education Longitudinal Study 1988

In spite of widespread concerns about low academic achievement

other and differ. This edition, the second, builds on the 1992 volume, with more up-to-date figures and coverage of a wider range of subjects and countries. The 38 indicators are grouped into the following categories: (1) demographic context; (2) social and economic context; (3) expenditure on education; (4) human resources; (5) participation in education; (6) decision-making in education; (7) student outcomes; (8) system outcomes; and (9) labor market outcomes. A statistical supplement adds additional tables, and five appendixes provide notes and technical notes, data sources, a glossary, and a list of participants. The report notes the need for sound initial education, better integration of academic and vocational education, the relevance of advanced education to the workforce, and the need for adult training. Seventy tables and 53 figures present data from the member countries. (SLD)

ED 367 686

TM 021 136

Wheeler, Patricia; Haertel, Geneva D.  
Resource Handbook on Performance Assessment and Measurement: A  
Tool for Students, Practitioners, and Policymakers.

PUB DATE- 93

NOTE- 222p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Vocabularies/Classifications  
(134), Reference Materials - Bibliographies (131), Reference  
Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Definitions; \*Educational Assessment; \*Glossaries;  
Measurement Techniques; Policy Formation; Reference Materials;  
\*Resource Materials; \*Resources; Standards; Test Theory

IDENTIFIERS- \*Alternative Assessment; \*Performance Based  
Evaluation

This handbook addresses the complex and expanding vocabulary of performance assessment and measurement by providing a glossary of related terms and lists of resources for the student, practitioner, and policymaker. Performance assessment includes all forms of such assessment from multiple choice and paper-and-pencil tests to alternative assessments. Glossary terms were selected by rating the frequency of use and importance in explaining key concepts. Sources of additional information include professional associations and agencies, major test publishers, books and other documents on measurement and assessment, and information on professional and technical standards for developing and using assessment instruments and programs. (SLD)

ED 367 687

TM 021 143

Thompson, Bruce  
Why Multivariate Methods Are Usually Vital in Research: Some  
Basic Concepts.

PUB DATE- Feb 94

NOTE- 35p.; Paper presented at the Biennial Meeting of the  
Southwestern Society for Research in Human Development (Austin,  
TX, February 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Analysis of Covariance; \*Behavioral Science  
Research; Causal Models; Correlation; Educational Research;  
Error of Measurement; Error Patterns; Inferences; \*Measurement  
Techniques; \*Multivariate Analysis; \*Research Methodology;

Standards; Test Theory; Validity; \*Writing for Publication;  
Written Language  
IDENTIFIERS- \*Accuracy; \*Meaningfulness  
Researchers too frequently consider the reliability of the scores they analyze, and this may lead to incorrect conclusions. Practice in this regard may be negatively influenced by telegraphic habits of speech implying that tests possess reliability and other measurement characteristics. Styles of speaking in journal articles, in textbooks, and in professional standards and guidelines are explored. Two recommendations are offered. First, the statement "the test is reliable" should be recognized as being inappropriate, and professional standards and editorial guidelines should make this clear. Second, an important implication of the realization that reliability inures to data, rather than tests, is that reliability should generally be explored whenever data are collected. Three tables present language usage examples. An appendix lists 52 articles surveyed. (Contains 28 references.) (Author/SLD)

ED 367 708

TM 021 176

Report Card 1993: The State of School Systems in North Carolina.  
PUB DATE- Jan 94  
NOTE- 499p.  
LANGUAGE- English  
EDRS Price- MF02/PC20 Plus Postage.  
PUB TYPE- Numerical/Quantitative Data (110); Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Academic Achievement; Accountability; Achievement Tests; \*Attendance; Counties; Decision Making; \*Educational Improvement; Educational Trends; Elementary Secondary Education; Enrollment; \*Outcomes of Education; Performance; Policy Formation; \*School Districts; Standards; State Legislation; State Programs; Tables (Data); Testing Programs; Trend Analysis

IDENTIFIERS- \*North Carolina

This publication is the fourth issue of a report required by the North Carolina School Improvement and Accountability Act. It presents information that is related primarily to the outcomes of education based on student achievement with the intention of giving policy makers and decision makers the information needed to improve achievement. It includes a report on statewide performance trends and individual reports for all 120 school systems. The first part presents information about elementary/middle school performance and high school performance on state tests, along with the school system's state accreditation status. The second part, "1993 Student Attendance Indicators," and the third part, "Student Outcome Indicators," provide information about a number of additional school system performance measures. This is the first year in which information about student performance is presented in terms of a set standard, designated as "grade-level" for elementary and middle schools, and "proficient level" for high school and end-of-course indicators. Charts present information for the 120 school systems. (SLD)

ED 367 709

TM 021 240

van de Wiel, Margaretha W. J.; And Others  
Differences in Knowledge Application by Students and Medical Experts in Clinical Reasoning.  
PUB DATE- Apr 94  
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8,

Promotion; Immunization Programs; Mothers; Prevention; Program Descriptions; \*Urban Areas  
IDENTIFIERS- Access to Health Care

This report presents highlights from a conference convened to discuss issues related to the enhancement of the ability of urban maternal and child health (MCH) programs at the local level to improve the health and well-being of children and families. In part 1 of the document, speeches concerning the federal and local perspectives on maternal and child health as well as information introduced to dispel the myths about urban families and children are presented. Speakers include Audrey Hart Nora, Acting Director of the Maternal and Child Health Bureau of the Health Resources and Services Administration; Antonia Coella Novello, United States Assistant Surgeon General; and Paul Mannis, President of the U.S. Conference of Local Health Officers. The second and by far the longer part of the report consists of a series of profiles of successful urban MCH programs submitted by 57 cities throughout the United States. Appendices include the 1993 conference planning committee member and registrant lists, and the conference program. (GLR)

ED 367 729

UD 029 580

Woods, Helen; Ogletree, Earl  
Parents' Opinions of the Uniform Student Dress Code.  
PUB DATE- 92

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Blacks; Discipline; \*Dress Codes; Economic Factors; \*Educational Policy; Elementary Education; Elementary School Students; \*Hispanic Americans; Interpersonal Relationship; \*Parent Attitudes; Peer Influence; Public Schools; Questionnaires; Student Behavior; Surveys; Urban Schools  
IDENTIFIERS- Chicago Public Schools IL; \*School Uniforms

The attitudes of parents toward a uniform student dress code were surveyed at a Chicago (Illinois) public school. Subjects were 15 Black parents (10 females and 5 males) and 15 Hispanic American parents (10 females and 5 males) who answered a questionnaire sent home with their children. The questionnaire examined attitudes toward designer clothing and peer pressure, uniform colors as a measure of safety, uniform dress as a financial savings, the impact of the dress code on self-esteem and academic achievement, and dress as a form of self-expression. Seventy-seven percent of parents agreed that children are pressured by their peers over clothing, and approximately 87 percent believed that uniforms eliminated some competition, although 60 percent disagreed that wearing uniforms promoted positive interactions among students. Most parents thought that uniform dress provided some protection against gangs and identification with gang clothing, and most felt that uniforms were more economical than the purchase of school clothes. A great majority (93 percent) thought that wearing uniforms helps children realize that clothes do not make the person. Parents seem to respond favorably to the uniform dress policy in this school, but parent involvement and support would seem to be a necessity for implementing such a policy. One table presents parent responses. (Contains 11 references.) (SLD)

ED 367 730

UD 029 585

Composition; Racial Segregation; \*School Desegregation; School Role; Social Structure; Track System (Education); Voluntary Desegregation

IDENTIFIERS- \*Bullock County Public Schools GA

This study critically examines the political position occupied by a college laboratory school from 1965 to 1970. The school was located between the desegregated college and the segregated school system, both of which laid claims of control over the school. Existing in both contexts, the Marvin Pitman Laboratory School became a connection between competing political positions around the issue of school desegregation in Bullock County (Georgia). Using a poststructural analysis of power based on the writing of Foucault, the study reports the results of an investigation into the manner in which power and resistance were and were not mobilized by individuals and institutions during the period. By 1969 the school had the highest rate of integration in the county and the first integrated faculty, both achieved without the support of either governing institution. Both bodies chose not to take advantage of the power linkage to advance an agenda of compliance or resistance to integration efforts. The unique role of the laboratory school ended with the intervention of the Federal government and forced integration in 1971, but it serves as a reminder that individuals, and not institutions, engage in the politics of resistance against structural and cultural norms they deem oppressive and wrong. (Contains 9 references.) (SLD)

ED 367 750

UD 029 771

Vision 21: An Action Plan for the 21st Century.

PUB DATE- 13 May 93

NOTE- 125p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Access to Education; Accountability; Black Students; \*Curriculum Development; \*Desegregation Plans; \*Educational Change; Educational Planning; Educational Quality; Elementary Secondary Education; \*Equal Education; Integrated Curriculum; Magnet Schools; Parent Participation; Program Implementation; School Choice; Standards; \*Urban Schools

IDENTIFIERS- African Americans; \*Cleveland Public Schools OH; \*Reform Efforts

VISION 21 uses community and staff input and the most current thought on reform in education to create the schools Cleveland wants. The full implementation of its plans will result in a quality education for all the city's children. This document provides the framework within which VISION 21 was developed, the planning process used in its creation, and the implications of the plan for desegregation in Cleveland. The vision includes: (1) a comprehensive core that addresses the educational foundation for all students by outlining the steps required to "raise the floor"; (2) enhancements to this core designed primarily to provide equitable learning opportunities for African American students but benefiting all; and (3) parental choice, a new system of dramatically improved magnet schools, and other community school choices. To establish priorities to meet the most pressing needs first, six initiatives for change are identified and action steps for their implementation are spelled out. Appendixes describe the correlation of the plan with other reform initiatives, give models, and list work teams and coordinating committee members. Five charts illustrate the discussion. (SLD)

nationally, parents generally have expressed satisfaction with their own children's achievement and schools, largely because their children's grades suggest that they are doing well. This report examines what student grades tell about achievement through the use of data from the National Education Longitudinal Study of 1988 (NELS:88). Overall, the average grade today is a "B." Comparisons of schools in high-poverty areas and those in more affluent areas indicate that "B" students in high-poverty schools have about the same NELS:88 test scores as do students receiving "B" or lower in schools with the lowest concentrations of poor students. "C" students in the poorest schools had about the same test scores as failing students in the most affluent schools. While NELS:88 scores are only one indicator, other indicators also show the need to improve the quality of education in schools, particularly in poverty areas. Parents need to ask how grades are determined, and whether the student is receiving an appropriately challenging education. (Contains 3 references.) (SLD)

ED 367 667

TM 021 104

Time in the Classroom. Indicator of the Month.

PUB DATE- Nov 93

NOTE- 4p.; Extracted from "The Condition of Education, 1993," see ED 357 513.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Access to Information; Adolescents; Comparative Analysis; \*Developed Nations; Elementary Secondary Education; \*Equal Education; Foreign Countries; Private Schools; Public Schools; Tables (Data); \*Time Factors (Learning); Time Management; Time on Task

IDENTIFIERS- \*Educational Indicators; \*Opportunity To Learn

The amount of time students are exposed to material is one measure of student access to learning opportunities. This information sheet compares instructional time for students in several developed countries. However, how effectively classroom time is used had the greatest influence on student learning. The average amount of time 13-year-olds spent in instruction during the 1990-91 school year ranged from 875 hours in Japan to 1,177 hours in Taiwan. Students in the United States spent over 1,000 hours exposed to instruction, slightly more than students in Canada, England, Korea, and Germany. Public and private students in the United States spend about the same amounts of time in school, but the average time in school does vary across the states, from around 1,100 hours in Hawaii and Maine to around 1,250 hours in Mississippi. Two tables, one graph, and a map illustrate the amount of time students spend in school. (SLD)

ED 367 668

TM 021 105

Nicholson, Charles L.; Alcorn, Charles L.

Interpretation of the WISC-III and Its Subtests.

PUB DATE- Apr 93

NOTE- 16p.; Paper presented at the Annual Meeting of the National Association of School Psychologists (25th, Washington, DC, April 17, 1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,

\*Statistical Significance; Statistical Studies  
IDENTIFIERS- \*Research Replication; \*Type I Errors

The present paper suggests that multivariate methods ought to be used more frequently in behavioral research and explores the potential consequences of failing to use multivariate methods when these methods are appropriate. The paper explores in detail two reasons why multivariate methods are usually vital. The first is that they limit the inflation of Type I error rates, and the second is that multivariate methods best honor the reality to which the researcher is purportedly trying to generalize. Three general analytic premises provide a framework for the discussion: (1) all statistical analyses are correlational; (2) the OVA (analysis of variance and covariance) analyses do not in and of themselves yield the capacity to make causal inferences; and (3) statistical significance tests do not evaluate the probability (p) that results will replicate. Eleven tables illustrate some analyses. (Contains 51 references.) (Author/SLD)

ED 367 688

TM 021 144

Annual Educational Summary 1991-92: Statistical and Financial  
Summary of Education in New York State for the Year Ending June  
30, 1992.

PUB DATE- 93

NOTE- 226p.

LANGUAGE- English

EDRS Price- MF01/PC10 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Attendance; \*Educational Finance; Elementary  
Secondary Education; \*Enrollment; Expenditures; Higher  
Education; Libraries; Professional Education; Professional  
Personnel; School Districts; School Funds; \*School Statistics;  
\*State Programs; Student Characteristics; \*Tables (Data); Tax  
Allocation; Teacher Salaries; Teacher Student Ratio

IDENTIFIERS- \*New York

Statistics on education in New York State for 1991-92 and trends from earlier years are reported in this series of tables. Emphasis is placed on summary tables and figures, but details for separate school districts are provided. Information is reported for elementary, secondary, higher, and professional education, as well as libraries and special programs. The statistical highlights indicate that the enrollment in 1991-92 was 3,082,996 students in the 718 elementary and secondary districts of the state, up somewhat from the 3,021,644 students of 1989-90. Expenditures had grown from \$19,333,012,175 in 1989-90 to \$21,405,741,057 in 1991-92. Over the same period, the number of colleges and universities in the state declined very slightly, although enrollment rose somewhat. A total of 199,570 degrees were conferred by the state's institutions of higher education in 1991-92. The 741 libraries in New York employed 3,801 professional staff members and 7,635 nonprofessionals. Appendix A contains the school district detail tables, and Appendix B gives definitions of expenditure and revenue categories. Appendix C lists full names of the Boards of Cooperative Education Services, which are abbreviated in some tables. There are 69 tables of data. (SLD)

ED 367 689

TM 021 145

Portfolio Resources Bibliography. Innovative Assessment.

SPONS. AGENCY- Office of Educational Research and Improvement

(ED), Washington, DC.

PUB DATE- Nov 93

1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Clinical Diagnosis; \*Clinical Experience; Cognitive Development; \*Cognitive Structures; Concept Formation; Foreign Countries; Higher Education; Individual Differences; Knowledge Level; Medical Case Histories; Medical Evaluations; Medical Students; \*Physicians; \*Student Experience; \*Thinking Skills

IDENTIFIERS- Accuracy; \*Expertise; Knowledge Restructuring; Netherlands

In this study Dutch subjects with four different levels of expertise (24 second-year, 24 fourth-year, 24 sixth-year medical students, and 24 internists with at least 4 years of experience) studied, diagnosed, and explained four clinical cases. Diagnostic accuracy increased with the increasing level of expertise. The number of concepts used and the number of detail concepts in the explanation protocols showed an inverted U-shaped relationship with level of expertise, whereas the experts' protocols matched better with canonical explanations of the cases. Constraining the processing time did not affect diagnostic accuracy but did affect the elaborateness of the explanations. It was concluded that advanced students applied more and better detailed biomedical knowledge than experts in clinical reasoning. Four figures, two appendixes (case study and chart of decisions) are included. (Contains 17 references.) (Author/SLD)

ED 367 710

TM 021 241

van de Wiel, Margaretha W. J.; And Others

The Influence of Task Instruction and Lab Data Format on Clinical Case Recall.

PUB DATE- Apr 94

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Clinical Diagnosis; Cognitive Processes; Data Analysis; Foreign Countries; Higher Education; Internal Medicine; Laboratories; Medical Case Histories; \*Medical Students; Motivation; \*Physicians; \*Recall (Psychology); \*Testing

IDENTIFIERS- Accuracy; Data Organization; \*Expertise; Knowledge Utilization; Netherlands; \*Task Oriented Instructions

In the present study, task instruction and lab data format were manipulated to explain the discrepancy between the positive linear recall function with expertise (reported by van de Wiel and others, 1993), and the generally found intermediate effect in clinical case recall. Sixteen second-year medical students, 16 fourth-year students, and 16 internists studied, diagnosed, and recalled four clinical cases. No differences were found between intentional and incidental recall instructions or between cases with numerical and interpreted lab data. Diagnostic accuracy increased with the level of expertise. The overall recall data showed again the intermediate effect. Reanalysis of the 1993 data suggests that the linear recall function was caused by the experts' motivation. Four figures, two tables, and one appendix describing a case of heart failure with two kinds of lab data are included. (Contains 10



Tellez, Kip; Walker de Felix, Judith  
Are Dropouts Really Dropouts? An Analysis of Pre-Literate Latino  
Adolescents.

PUB DATE- Apr 93

NOTE- 15p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials  
(070); Speeches, Conference Papers, "Papers Presented at..."  
(150)

DESCRIPTORS- Academic Ability; Academic Persistence; Attendance;  
Comparative Analysis; Dropout Characteristics; Dropout Rate;  
\*Dropout Research; Dropouts; Economically Disadvantaged;  
Educationally Disadvantaged; Educational Needs; Grade Point  
Average; \*Hispanic Americans; \*Immigrants; \*Limited English  
Speaking; Literacy Education; Secondary Education; Secondary  
School Students

IDENTIFIERS- Latinos

The changing nature of immigration, the job market, and the world  
economy preclude today's immigrants from full participation in  
the culture because they are without adequate education. This  
paper provides insights into one group of students that is most  
likely to have problems in school: immigrant pre-literate  
adolescents. It describes the effects of a literacy  
intervention on the dropout rate in a mid-urban school district  
in Houston, Texas, examining the dropout issue from a  
sociopolitical perspective. Data from 147 experimental and 50  
control students are analyzed to answer questions about dropout  
rates of pre-literate students compared to the Latino  
population at large, whether dropouts are true dropouts, and  
whether there were statistically significant differences in  
grade point average (GPA) or attendance between the study's two  
groups. Results show that only eight percent of the dropouts  
could be classified as true dropouts, and that the dropout rate  
of the pre-literate students were lower than that of the  
estimates of the Latino population at large. It is concluded  
that nationwide dropout rates among Latino students are greatly  
inflated and that dropping out is more a function of  
disempowerment within a hostile environment than a lack of  
academic or language abilities. (Contains 11 references.) (GLR)

ED 367 731

UD 029 594

O'Kelly, Barbara Ann, Ed.

The Quality of Life for Hispanics in Michigan. A Report of  
Hearings Conducted by the Michigan Commission on Spanish  
Speaking Affairs, July 10-August 7, 1990.

PUB DATE- 92

NOTE- 74p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Academic Achievement; Access to Education;  
Achievement Tests; Bilingual Education; College Bound Students;  
Dropouts; \*Educational Attainment; Elementary Secondary  
Education; English (Second Language); \*Enrollment; Higher  
Education; High School Graduates; \*Hispanic Americans;  
Immersion Programs; \*Spanish Speaking; Teacher Education; Test  
Results

IDENTIFIERS- \*Michigan

There was general agreement among the more than 200 people  
testifying at hearings held by the Michigan Commission on

Haberman, Martin; Delgadillo, Linda  
The Impact of Training Teachers of Children in Poverty about the Specific Health and Human Services Offered to the Students in Their Classrooms.

PUB DATE- Sep 93

NOTE- 83p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Alternative Teacher Certification; \*Beginning Teachers; Cooperation; Education Majors; Elementary Secondary Education; \*Health Services; Higher Education; \*Human Services; Identification; Knowledge Level; Learning Disabilities; \*Poverty; Student Characteristics; \*Teacher Education; Teacher Student Relationship; Training

IDENTIFIERS- University of Wisconsin Milwaukee

The findings of two studies conducted with resident teachers participating in alternative teacher certification programs at the University of Wisconsin-Milwaukee are reported in three reports; a summary and two study reports. The role of the teacher in diagnosing the physical and learning disabilities of students is not clearly identified, but providing teachers with information about how to identify disabilities is an important and necessary element in teacher training. The feasibility of training teachers to become more knowledgeable about the range of services offered their students was studied and the effects on teacher practice and student learning were observed. Fifteen teachers in the first study were finishing their first year of teaching, and 19 in the second study were just beginning teacher training. In both studies, teachers learned of the multitude of services, agencies, professionals, and procedures available to their students. Teachers who became more knowledgeable about these things became more sensitive and were more willing to use these agencies to help students. Teachers can be trained as interprofessionals to look beyond the classroom to the rest of the child's environment, and the result is improved teaching and learning. (Contains 5 references.) (SLD)

ED 367 752

UD 029 773

Project Return: Community Education Initiative and Babygram Hospital Outreach 1992-93. OREA Report.

PUB DATE- 93

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Adolescents; Community Education; Community Involvement; Disadvantaged Youth; Dropout Prevention; \*Dropout Programs; Dropouts; \*Early Parenthood; Elementary Secondary Education; Intervention; \*Outreach Programs; Parent Participation; \*Pregnancy; \*Urban Schools; Youth Problems; Youth Programs

IDENTIFIERS- New York City Board of Education; \*Project Return NY

Project Return, a dual-component dropout recovery program under the administration of the Program for Pregnant and Parenting Adolescents began operating in 1990 and by 1993 had expanded to 19 sites. The Community Education Initiative operated in seven elementary schools and one satellite site to target elementary school parents of all ages who had not completed their education (the Project Return component). The Babygram Hospital

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Aptitude; Behavior Patterns; \*Children; Cognitive Processes; Comprehension; Curriculum Development; Diagnostic Tests; \*Educational Diagnosis; Emotional Disturbances; Intelligence; \*Intelligence Tests; Learning Disabilities; Measurement Techniques; Measures (Individuals); Perceptual Development; \*Performance Tests; Prediction; Scaling; Student Placement; Test Interpretation; Test Reliability; \*Test Use; Test Validity; \*Verbal Tests

IDENTIFIERS- Wechsler Intelligence Scale for Children III

The use of the Wechsler Intelligence Scale for Children, Third Edition (WISC-III) and its interpretation in educational use are discussed. To measure intelligence, Wechsler believed one must measure the various aptitudes that contribute to the total behavior of the individual. The WISC-III has six verbal subtests and seven performance subtests. The verbal intelligence quotient (VIQ) is obtained by adding the scaled scores of all the verbal subtests except Digit Span, and the performance IQ (PIQ) is derived from five of the performance subtests. The PIQ is not as good a predictor of school achievement as is the VIQ. Indexes derived from the WISC-III subtests include: (1) verbal comprehension; (2) perceptual organization; (3) freedom from distractibility; and (4) processing speed. Subtest scatter and possible causes for significantly high and low subtest scores are explored and include reasons for differences between VIQ and PIQ. Factors that have been identified based on the WISC editions are listed, and ways in which subtest scores may suggest possible brain damage and emotional disturbance are reviewed. A worksheet is described that can enable the evaluator to examine a number of WISC-III factors for making placement and curriculum recommendations. (Contains 44 references.) (SLD)

ED 367 669

TM 021 106

Beasley, T. Mark; Leitner, Dennis W.

The p-Problem with Stepwise Multiple Regression.

PUB DATE- Feb 94

NOTE- 16p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, February 12, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches,

Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Algorithms; Computer Simulation; Correlation; \*Error of Measurement; Matrices; Monte Carlo Methods; Prediction; \*Regression (Statistics); Research Problems; \*Statistical Analysis; \*Statistical Significance; Test Interpretation; Validity

IDENTIFIERS- Bonferroni Procedure; Eigenvalues; Power (Statistics); P Values; Research Replication; \*Stepwise Regression; \*Type I Errors

The use of stepwise regression has been criticized for both interpretive misunderstandings and statistical aberrations. A major statistical problem with stepwise regression and other procedures that involve multiple significance tests is the inflation of the Type I error rate. General approaches to control the family-wise error rate such as the Bonferroni correction are based on the assumptions of independent tests which typically reduces power. Because correlated predictors is a more realistic situation, other algorithms based on the average correlation in the predictor matrix have been proposed. The present study proposes an algorithm based on the maximum eigenvalue and the determinant of the predictor matrix for

NOTE- 95p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC04 Plus Postage.  
 PUB TYPE- Reference Materials - Bibliographies (131)  
 DESCRIPTORS- Annotated Bibliographies; \*Educational Assessment;  
 Educational Innovation; Elementary Secondary Education;  
 Evaluation Methods; \*Evaluation Utilization; Higher Education;  
 Innovation; \*Portfolios (Background Materials); Program  
 Evaluation; Research Methodology; Research Reports; Student  
 Evaluation; \*Teacher Evaluation; Theories  
 IDENTIFIERS- Alternative Assessment; \*Northwest Regional  
 Educational Laboratory; \*Performance Based Evaluation  
 The Test Center of the Northwest Regional Educational Laboratory  
 has published up-to-date information on the use of portfolios  
 in assessment in this annotated bibliography. The 182 works  
 cited in this edition include 43 new entries and 14 deletions  
 from the 1992 edition. Articles are listed in alphabetical  
 order by primary author and are also indexed using a set of  
 descriptors developed for the purpose. Articles are diverse,  
 covering student and staff portfolios, with theoretical  
 articles about their use and actual examples of portfolio use.  
 In Alaska, Idaho, Oregon, Montana, and Washington, these  
 articles can be borrowed from the Test Center free of charge; a  
 handling fee is charged for users in other states. (SLD)

ED 367 690

TM 021 147

Johnson, Frank W.; Fowler, William J., Jr.  
 Public Elementary and Secondary School Statistics: School Year  
 1993-1994. Early Estimates.  
 PUB DATE- Jan 94  
 NOTE- 19p.  
 LANGUAGE- English  
 EDRS Price- MF01/PC01 Plus Postage.  
 PUB TYPE- Numerical/Quantitative Data (110), Reports -  
 Evaluative/Feasibility (142)  
 DESCRIPTORS- Cost Estimates; \*Educational Finance; Educational  
 Trends; Elementary School Teachers; Elementary Secondary  
 Education; \*Enrollment; Estimation (Mathematics); Expenditures;  
 High School Graduates; Income; \*Public Schools; \*School  
 Statistics; Secondary School Teachers; Tables (Data); Teacher  
 Student Ratio; Trend Analysis  
 IDENTIFIERS- \*Early Estimates System  
 The estimates in this report are key statistics reported early in  
 the 1993-94 school year under the early estimates system, which  
 allows the National Center for Education Statistics (NCES) to  
 report important information promptly. These key statistics  
 include the numbers of students in membership, teachers, and  
 high school graduates for public elementary and secondary  
 schools, and total revenues and expenditures for the operation  
 of public schools. The estimates consist of (1) preliminary  
 actual counts; (2) estimates derived by the NCES; and (3)  
 imputed values developed by the NCES using state-specific and  
 national data. The approximately 43.3 million students in  
 elementary and secondary schools in fall 1993 represent both an  
 increase compared with the preceding year and an increase of  
 2.8 million in comparison with fall 1989. An estimated 2.5  
 million teachers teach these children, at an overall pupil-  
 teacher ratio of 17.3. Revenues for public education in fiscal  
 year 1993 are estimated at \$243.9 billion, with per-pupil  
 expenditures estimated at \$5,314 per student. Seven tables  
 present these statistics. (SLD)

ED 367 691

TM 021 149

ED 367 711

TM 021 242

Blankmeyer, Eric  
Principal Components and Scale Dependence.  
PUB DATE- 94  
NOTE- 9p.  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Change; \*Factor Analysis; Foreign Countries; Higher Education; Medical Students; \*Regression (Statistics); \*Research Methodology; Research Problems; \*Scaling; Scores; Statistical Analysis; \*Statistical Studies  
IDENTIFIERS- Invariance; Netherlands; \*Renormalization; \*Scale Dependence

A limitation of the principal components method is its scale dependence. This note shows that the method is scale invariant if the normalization is modified in an obvious way. Then the effect of a change in units is as transparent as in linear regression, and principal components can be used without apology. Most researchers who use multivariate methods take for granted the invariance property of linear regression, and they can now feel the same assurance about principal components. It is not likely that the researcher would ever need to compute the renormalization proposed. The adjustment is hypothetical, but it demonstrates that the choice of units is inconsequential. (Contains eight references.) (SLD)

ED 367 712

TM 021 245

Harlen, Wynne  
Concepts of Quality in Student Assessment.  
PUB DATE- Apr 94  
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).  
LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Accreditation (Institutions); Criteria; Data Collection; Data Interpretation; Definitions; \*Educational Assessment; Educational Quality; Elementary Secondary Education; Equal Education; \*Evaluation Methods; Foreign Countries; Inspection; Professional Development; \*Quality Control; \*Reliability; Scaling; Statistical Analysis; \*Student Evaluation; Test Construction; Test Use; \*Validity  
IDENTIFIERS- Authentic Assessment; \*Moderation; Quality Assurance; United Kingdom

This paper gives an overview of the methods of moderation, or quality assurance and quality control, as they may be more widely known, that are used to enhance the quality of student assessment. The discussion is based on the educational systems of the United Kingdom but is applicable to assessment in other countries. Quality in assessment is seen as the provision of information of the highest validity and optimum reliability suited to a particular purpose and context. Moderation procedures fall broadly into those concerned with adjustment of the outcome of the assessment to improve fairness (quality control) and those concerned with arriving at fair assessments (quality assurance). Approaches to quality control are: (1) the use of reference or scaling tests for statistical moderation;

Spanish Speaking Affairs in the summer of 1990 that the quality of life is lower for Hispanic Americans in Michigan than for the population as a whole. Hispanic Americans lag in average educational attainment, high school graduation rates, college attendance, and occupational status, and they have the poorest attendance, the lowest scores in state and national achievement examinations, and the highest dropout rate. They are denied access to remedial and accelerated programs and are cut off from bilingual education after 3 years. Of the total Michigan enrollment in higher education, Hispanic Americans represent only 1.54 percent and attain only 0.94 percent of the bachelor's degrees. Improving the quality of the education offered to this ethnic group can begin with systems to obtain more information about the educational needs of Hispanic Americans. Among the many specific recommendations for improvement in elementary and secondary school are more Hispanic role models (teachers and administrators) in school systems, better dropout prevention, better bilingual programs, some language immersion programs, improved teacher education for cultural sensitivity, and improved curricula and funding. Three tables present findings from the hearings. An appendix gives enrollment and graduation rates for Hispanic Americans in the Michigan public university system. (SLD)

ED 367 732

UD 029 613

The "Rules" Still Rule: The Failure of School-Based Management/Shared Decision-Making (SBM/SDM) in the New York City Public School System.

SPONS. AGENCY- Community Service Society of New York, N.Y.

PUB DATE- Jun 93

NOTE- 127p.

LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Accountability; Boards of Education; Community Control; \*Decentralization; Educational Change; Elementary Secondary Education; \*Parent Participation; \*Participative Decision Making; Program Evaluation; \*School Based Management; School Effectiveness; School Restructuring; Teacher Participation; \*Urban Schools

IDENTIFIERS- \*New York City Board of Education; Political Correctness; \*Reform Efforts

This study finds that the New York City version of school-based decision making, School-Based Management/Shared Decision Making (SBM/SDM), fails to bring school-based management or shared decision making to the schools. This report begins by describing the seriously dysfunctional structure of the New York City public schools and explains the enormous potential of school-based decision making for solving some of the structural problems. Why New York SBM/SDM has been such a failure is analyzed, and some other school-based decision models, from Dade County (Florida) and Chicago (Illinois) are described. In New York, SBM/SDM has turned out to be a cautious, politically correct, insider's version of school restructuring, with only weak teacher involvement and token parental involvement. The school-based management component has not delegated any authority from the community school boards of the central bureaucracy, as the experiences of specific schools illustrate. Parents in New York have the choice of working to reform SBM/SDM or working for its reform as well as the implementation of the Regents' New Compact for Learning and the regulation that mandates a plan for school governance at every school in the state. An appendix contains six documents related to the

Outreach component operated in 11 health care facilities to target teens who had dropped out of school or were at risk of dropping out because of pregnancy or parenting. Both components used a case management approach. The Office of Research, Evaluation, and Assessment collected data from a variety of sources to evaluate the programs. In 1992-93, there were 1,096 new intakes by the Return component and 2,392 new intakes through Babygram. Outcome data, available for almost all participants, indicated favorable outcomes for the majority of participants in both programs. In Project Return schools, 81 percent of clients received a diploma or certificate, were promoted or retained at work, or secured employment. Recommendations are made for program continuation and improvement. Fourteen tables present evaluation findings. (SLD)

ED 367 753

UD 029 774

Buque, Diana

Emergency Immigration Education Act Programs: Summer E.S.L.

Welcome Plus Program for Students of Limited English

Proficiency (LEP), Summer Bilingual Program, and Project Omega.

OREA Report.

PUB DATE- 93

NOTE- 24p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Bilingual Education; Bilingual Instructional Materials; Chinese Americans; \*English (Second Language); Grade 9; Haitian Creole; Haitians; High School Freshmen; High Schools; Hispanic Americans; \*Immigrants; Instructional Materials; \*Limited English Speaking; Material Development; Multicultural Education; Remedial Instruction; \*Spanish Speaking; \*Summer Programs; Urban Schools

IDENTIFIERS- Caribbean Americans; New York City Board of Education; \*Project Omega NY; Transitional Bilingual Education Programs

This report presents findings of the evaluation by the New York City public school system's Office of Research, Evaluation, and Assessment of three programs (Summer E.S.L. Welcome Plus, Summer Bilingual, and Project Omega) for immigrant students. The Summer E.S.L. (English as a Second Language) Welcome Plus program operated at 19 sites in New York City, serving 1,372 ninth grade students of limited English proficiency (LEP) entering high school for the first time. The program focused on the high school experience, orienting students and providing a multicultural education component. The Summer Bilingual Program has completed its seventh year, operating at 28 sites and providing services to 4,122 students in grades 9 through 12. Most participants were native speakers of Spanish, Chinese, or Haitian. Other participants were speakers of English from the Caribbean who were making up courses they had failed during the school year or who were accelerating their studies. They received full academic credit for courses they passed. Project Omega focused on staff training and developing materials for English-Creole-speaking students, most of whom were recent immigrants. Evaluation indicates that all three programs met their instructional, materials development, and staff development objectives. Recommendations are made for improvement and the continuation of each. A table compares the three programs. (SLD)

ED 367 754

UD 029 775

controlling the family-wise Type I error rate for multiple corrected tests. A Monte Carlo simulation with 5,000 replications was performed to demonstrate the effectiveness of the proposed algorithm. Three tables and one figure are included. (Contains 19 references.) (Author)

ED 367 670

TM 021 107

Beasley, T. Mark  
Education as a Fixed Effect Fallacy.

PUB DATE- Feb 94

NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (17th, February 12, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Analysis of Variance; Behavioral Science Research; \*Educational Research; Equations (Mathematics); Error of Measurement; Models; Research Problems; \*Robustness (Statistics); Statistical Distributions

IDENTIFIERS- \*Fallacies; \*Fixed Effects; F Test; Random Effects

In educational research, nonessential factors are commonly ignored and when accounted for, they are often treated statistically as fixed effects. Yet many researchers in these situations generalize their findings beyond the specific levels selected; however, the analyses may require treating the factor as a random effect. Such inappropriate analyses create the potential for an "education-as-fixed-effect fallacy." The present paper takes Clark's (1973) comments on the "language as fixed-effect fallacy" and applies them to educational research. The distinction between fixed and random models and the use of the quasi-F statistic are reviewed. Examples of commonly used mixed models with derivation of expected mean squares are provided and general guidelines for defining factors as fixed or random are suggested. (Contains 30 references.) (Author)

ED 367 671

TM 021 108

Gronlund, Wayne R.; And Others  
Realistic Exercises for Assessing Learning. I. Conceptual Design and Testing. Report 04-93.

PUB DATE- Mar 93

NOTE- 36p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Reports - Research/Technical (143)

DESCRIPTORS- \*Computer Assisted Instruction; Computer Simulation; Data Collection; Decision Making; \*Educational Assessment; Educational Objectives; Feedback; Higher Education; Integrated Activities; Integrated Curriculum; \*Interdisciplinary Approach; Military Personnel; Military Schools; \*Motivation; \*Research Design; Simulation; \*Test Construction; Testing

IDENTIFIERS- Coast Guard; \*Coast Guard Academy CT

Researchers at the Coast Guard Academy have designed and tested a series of exercises for assessing the development of intellectual skills in an interdisciplinary context and providing career-related motivation for continued learning. These exercises are based on realistic situations that cadets might encounter as commissioned officers in the Coast Guard. Participants must make a series of decisions that are deliberately designed to require integration of knowledge and skills from different parts of the curriculum. An interactive



Shavelson, Richard J.; And Others  
On Concept Maps as Potential "Authentic" Assessments in Science.  
Indirect Approaches to Knowledge Representation of High School  
Science.  
SPONS. AGENCY- Office of Educational Research and Improvement  
(ED), Washington, DC.  
PUB DATE- Nov 93  
NOTE- 33p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Information Analyses/State-of-the-art Materials  
(070), Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Cognitive Structures; Construct Validity;  
\*Educational Assessment; Evaluation Methods; Graphs; High  
Schools; Learning Processes; Learning Strategies; Memory;  
Science Education; Sciences; \*Science Tests; \*Scoring;  
Secondary School Science; \*Student Evaluation; \*Test Reliability  
IDENTIFIERS- \*Authentic Assessment; Concept Mapping; \*Concept  
Maps; Teaching to the Test

One potential approach to the authentic assessment of what  
students know and can do in science is concept mapping. A  
concept map is a graph consisting of nodes representing  
concepts and labeled lines denoting the relation between a pair  
of nodes (concepts). The external concept map constructed by  
the student is interpreted as representing important aspects of  
the organization of concepts in that student's memory  
(cognitive structure). This review of the literature found that  
concept mapping techniques varied widely, with no less than 128  
possible variations identified. Methods for scoring maps varied  
almost as widely. The review leads to the conclusion that an  
integrative, working cognitive theory is needed to begin to  
limit this variation for assessment purposes and to serve as a  
basis for psychometric studies of the reliability  
(generalizability) and construct validity of concept maps.  
Other issues arising from large-scale use of mapping techniques  
are explored, including the importance of students' familiarity  
with and skills in using concept maps and the possible negative  
impact of teachers teaching to the assessment, thus requiring  
students to memorize concept maps provided by textbooks or  
themselves. Ten figures and two tables present review findings.  
(Contains 41 references.) (Author/SLD)

ED 367 692

TM 021 151

McVey, Mary D.  
Analogical Transfer: Are There Performance Differences among High-  
Ability Students?  
PUB DATE- Apr 93  
NOTE- 21p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (Atlanta, GA, April 12-16,  
1993).

LANGUAGE- English  
EDRS Price- MF01/PC01 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)  
DESCRIPTORS- Ability; Algebra; Anxiety; Cognitive Ability;  
Cognitive Processes; Control Groups; Generalization; \*Gifted;  
High Schools; High School Students; Mathematics Achievement;  
\*Metacognition; Problem Solving; Protocol Analysis;  
Standardized Tests; Thinking Skills; \*Transfer of Training;  
Videotape Recordings  
IDENTIFIERS- \*Analogical Transfer  
This study investigated the role of problem structure and

(2) the inspection of samples by post (e.g., sending a sample of work to an outside organization for an award); (3) the inspection by visiting moderators; (4) external examination; (5) teacher-requested moderation; and (6) group and consensus moderation of internal assessment. Approaches to quality assurance, which are usually made before the assessment, include definition of criteria, providing examples, approving entities carrying out assessment, visits of moderators, and group moderation. The quality of teacher assessments can be enhanced through moderation procedures that support professional development. (Contains 18 references.) (SLD)

ED 367 713

TM 021 246

Newbern, Dianna; And Others  
Toward a Science of Cooperation.

PUB DATE- Apr 94

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Cooperation; \*Cooperative Learning; \*Encoding (Psychology); Higher Education; Independent Study; Information Retrieval; \*Interpersonal Relationship; Learning Strategies; Models; Performance; \*Recall (Psychology); Teamwork; Undergraduate Students

IDENTIFIERS- Dyads; \*Knowledge Acquisition; Scripted Interactive Learning; \*Scripts (Knowledge Structures)

Scripted cooperative learning and individual learning of descriptive information were compared in a 2-x-2 factorial design with 104 undergraduates. Influenced by models of individual learning and cognition, differences were assessed in (1) information acquisition and retrieval, (2) the quality and quantity of recalled information, and (3) the nature of the recalled information. Overall, dyads (pairs of cooperating students) outperformed individuals in individual recall performed immediately after studying and after a 2-day delay. Results indicate that: (1) dyads demonstrated improved learning at the encoding (acquisition) stage of processing, (2) the quality of recall was similar although pairs recalled more propositions, and (3) dyads remembered more micro propositions, but not more macro propositions. It is hypothesized that cooperation between dyads results in a joint focus on the details of information. Three tables, one figure are included. (Contains 23 references.) (Author/SLD)

ED 367 714

TM 021 250

Baer, David; Cohen, Lee  
The State Economic, Demographic & Fiscal Handbook 1993.

PUB DATE- 93

NOTE- 280p.

LANGUAGE- English

EDRS Price- MF01/PC12 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Age Differences; Comparative Analysis; \*Demography; \*Economic Factors; Financial Policy; \*Fiscal Capacity; Government Role; Income; \*Policy Formation; Population Distribution; Population Trends; Poverty; Reference Materials; Resource Materials; Sex Differences; State Agencies; \*State Government; State Norms; State Programs; State Surveys; Tables

ED 367 733

UD 029 641

Lawrence, Tyrone V.; Ogletree, Earl  
Urban Elementary School Teachers' Opinion of School Choice and  
Voucher Plans.

PUB DATE- 92

NOTE- 21p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Access to Education; \*Accountability; Educational  
Change; Educational Finance; \*Educational Vouchers; Elementary  
Education; \*Elementary School Teachers; \*Equal Education; Free  
Choice Transfer Programs; Government Role; Literature Reviews;  
Parochial Schools; Private Schools; Public Schools; \*School  
Choice; School Restructuring; Teacher Attitudes; \*Urban  
Education

IDENTIFIERS- Chicago Public Schools IL

The opinions of educators who would be affected by school-choice  
and voucher plans were studied in a survey of 144 teachers (84  
percent female) from 6 elementary public schools in Chicago  
(Illinois). Survey questions were derived from an extensive  
review of the literature. Seventy-seven percent of teachers  
agreed with interdistrict choice, but only 41 percent agreed  
with statewide choice. Fifty-one percent thought that parents  
should not be able to choose from any school within the state.  
Sixty-five percent of these teachers thought that vouchers  
would not be a more equitable way of funding schools than the  
present equalization formulas. Teachers tended to think that  
some schools would receive large numbers of students and  
consequently more money, while others would receive few  
students and very little money. Forty-eight percent did not  
feel that vouchers would make schools more directly accountable  
to parents, and they did not think that vouchers would help  
improve schools. The majority also felt that using government  
funds for religious schools through vouchers is  
unconstitutional. One table presents a summary of survey  
findings. (Contains 14 references.) (SLD)

ED 367 734

UD 029 674

Jakubowski, David; Ogletree, Earl J.  
The Effectiveness of Chapter I Pull-Out Programs on Reading  
Achievement.

PUB DATE- 93

NOTE- 13p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Achievement Gains;  
\*Compensatory Education; Disadvantaged Youth; Educationally  
Disadvantaged; Elementary Education; Elementary School  
Students; Grade 3; Grade 4; Grade 5; \*Grouping (Instructional  
Purposes); Minority Groups; \*Reading Achievement; Remedial  
Instruction; Research Needs; Statistical Significance;  
\*Teaching Methods

IDENTIFIERS- \*Education Consolidation Improvement Act Chapter 1;  
Iowa Tests of Basic Skills; \*Pullout Programs

The effects of Chapter 1 (Education Consolidation and Improvement  
Act) reading pull-out programs on the reading achievement of  
participating students was studied for 30 fifth- and sixth-  
grade students from a Chicago (Illinois) elementary school

Clarke, Candice  
Project Familia. Final Evaluation Report, 1992-93. OREA Report.  
PUB DATE- 93

NOTE- 35p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Elementary Secondary  
Education; English (Second Language); Language Enrichment;  
\*Limited English Speaking; \*Parent Education; Parent  
Participation; Physical Development; Poverty Areas; Program  
Evaluation; \*Spanish Speaking; \*Special Education; Special  
Needs Students; Staff Development; \*Urban Schools

IDENTIFIERS- Elementary Secondary Education Act Title VII; New  
York City Board of Education; \*Project Familia NY; Subject  
Content Knowledge

Project Familia was an Elementary and Secondary Education Act  
Title VII funded project that, in the year covered by this  
evaluation, served 41 special education students of limited  
English proficiency (LEP) from 5 schools, with the  
participation of 54 parents and 33 siblings. Participating  
students received English language enrichment and instruction  
in content area subjects. The project provided social and  
emotional support and activities for physical development in  
accordance with the objectives set out in each student's  
individualized education plan. Participating adults received  
information on special education services, the needs of special  
education students, and ways in which to assist their children,  
as well as instruction in English. The project met its  
objectives for content areas, English language enrichment,  
staff development, parent information and training, and parent  
involvement in school activities and governance. The project  
did not meet its objectives for improvement on the Language  
Assessment Battery and was not able to evaluate objectives for  
parent reading, writing, and oral English because of the brief  
time period allotted for these activities. Three tables present  
evaluation findings. Three appendixes contain program  
materials, a schedule, and the parent questionnaire. (SLB)

ED 367 755

UD 029 776

Augustin, Marc A.

Alternative Basic Comprehensive Program (Project A.B.C.) Special  
Alternative Instructional Program. Final Evaluation Report 1992-  
93. OREA Report.

PUB DATE- 93

NOTE- 41p.; For the 1990-91 and 1991-92 reports, see ED 346 219  
and ED 357 126.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Bilingual Education; Career Awareness; Community  
Involvement; Curriculum Development; Dropout Prevention;  
\*English (Second Language); High Schools; High School Students;  
\*Limited English Speaking; Mathematics; \*Nontraditional  
Education; \*Parent Participation; Poverty Areas; Program  
Evaluation; Science Education; Social Studies; Staff  
Development; Urban Schools

IDENTIFIERS- Elementary Secondary Education Act Title VII; New  
York City Board of Education; \*Project ABC NY; Subject Content  
Knowledge

The Alternative Basic Comprehension Program (Project A.B.C.) for  
bilingual high school students was a special alternative

computer format is used to make the exercise more interesting and flexible; this format also facilitates the collection of response data for later analysis and feedback. Initial testing with samples of 65 and 49 cadets was followed by a test with almost an entire Academy class (282 cadets). Early results indicate that the exercise concept is beneficial to both students and faculty. Appendix 1 presents the Academy's core curriculum; Appendix 2 lists the desired outcomes of an Academy education; Appendix III provides the first exercise scenario administered to freshmen cadets at the beginning of their first term. (Contains 17 references.) (Author/SLD)

ED 367 672

TM 021 109

O'Connor, John C., III

Use of the MBTI as a Predictor of Successful Academic and Military Performance at the United States Coast Guard Academy. Report 10-93.

PUB DATE- Jul 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; Academic Persistence; Correlation; Higher Education; \*Military Personnel; Performance; \*Personality Measures; \*Prediction; School Holding Power; \*Student Characteristics; \*Test Use

IDENTIFIERS- Coast Guard; \*Coast Guard Academy CT; \*Myers Briggs Type Indicator

This study provides an analysis of a random sample of 100 cadets from the United States Coast Guard Academy class of 1993. Emphasis is placed on the cadets' academic achievements, their military performance, and their resignation status to determine whether the Myers-Briggs Type Indicator (MBTI) preferences can be used to predict success in these areas. A brief description is included about the incorporation of the MBTI into the Academy culture, with an attempt to build on the description of applicability to the United States Naval Academy made by Rousch (1989). It is hypothesized that individuals with Introversion (I), Intuition (N), Thinking (T), and Judgment (J) MBTI preferences are more suitable to academic and military success at the U.S. Coast Guard Academy than are individuals with other combinations of type preferences, and that low academic success at the Academy will adversely affect a cadet's military performance, which in turn could lead to resignation. The results of this study do indicate significant correlations among personality preferences, academic success, and military performance, as well as significant correlations between academic success, successful military performance, and persistence at the Academy. (Contains 7 references and 13 tables.) (Author)

ED 367 673

TM 021 111

O'Neil, Harold F., Jr.; And Others

Report on Preliminary Study To Test Prototype Workforce Readiness Group Problem-solving Task and Scoring System. Assessment Issues in the Validation of a Computer Simulation of Negotiation Skills. Project 2.1 Designs for Assessing Individual and Group Problem Solving.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 93

NOTE- 44p.

metacognitive control in the analogical transfer of performance of 40 13- and 14-year-old gifted and highly gifted math students. Average and above average 16-, 17-, and 18-year-olds served as comparison groups. Students were given three algebra problems with solutions, followed by two target problems to be solved without a solution procedure. In Condition 1, none of the initial problems were related to either target, but in Condition 2, two of the initial problems were related to the target in deep structure or in surface structure. Metacognition was explored through analyses of videotaped think-aloud protocols and two standardized measures, the Learning and Study Strategies Inventory and the Action-Control Scale. No transfer effect was found for the highly gifted, but there was a significant effect for the gifted. Neither of the two high school groups showed positive transfer. Protocol analysis shows that high metacognitive control is associated with greater positive transfer, higher accuracy, and overall higher ability. Some negative transfer effects are discussed. Results from the standardized measures indicate that failure to recover from negative transfer may be related to effects of anxiety on metacognitive control (Contains 2 tables and 23 references.) (Author/SLD)

ED 367 693

TM 021 152

Johnson, William L.; And Others

Assessing or Reaffirming Accreditation Criteria for the Southern Association of Colleges and Schools (SACS): Development of an Alumni and Student Survey Instrument.

PUB DATE- Jan 94

NOTE- 67p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 27-29, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150), Test, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- \*Accreditation (Institutions); College Graduates; College Students; \*Criteria; Effective Schools Research; \*Evaluation Methods; Factor Analysis; Higher Education; Institutional Characteristics; Surveys; Tables (Data); \*Test Construction; Test Reliability; Test Use

IDENTIFIERS- \*Southern Association of Colleges and Schools

The criteria for accreditation and reaffirmation published by the Southern Association of Colleges and Schools (SACS) have been developed to assist institutions in evaluating their effectiveness. In this study, the criteria are reviewed. An instrument to assess the Southern Association criteria was developed based on input from the association's institutional effectiveness committee. The instrument was mailed to 2,300 college alumni, and 1,019 were returned. A survey of student assessment of the criteria was distributed to 1,100 college students, and 1,047 were completed. The surveys to assess the criteria were validated from these samples. Factorial validity of both surveys was evaluated with the Statistical Analysis System principal components program. Findings overall suggest that three second-order factors represent the alumni instrument, and six second-order factors represent the student survey. The developed instrument items and the subsequent psychometric analyses do provide a basic instrument for assessing the SACS criteria. Eight tables present rotated pattern coefficients. Five appendixes contain both surveys, responses to each, and a list of the criteria. (Contains 29

(Data); Tax Allocation; Taxes; Trend Analysis

This handbook is an easy-to-use reference book for policymakers, public officials, and policy analysts, as well as anyone else who may need up-to-date information about state economic, demographic, and fiscal data. The book includes data on demographics, poverty rates, per capita state personal income, state and local tax rates, and state and local government revenues and spending programs. Gender and age comparisons are noted in some instances. The book's main section consists of four-page summaries, one for each state, that highlight economic indicators, population and poverty measures, household income distribution percentages, and fiscal data. The second section gives users separate tables and selected maps for making state-by-state summary comparisons on a single item of information. A third section provides detailed notes on data sources. Contains 27 tables of data and 16 maps. (SLD)

ED 367 715

TM 021 252

Gijsselaers, Wim

Analyses of Tutor Behavior at Different Time Points and within Different Departments.

PUB DATE- Apr 94

NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Background; \*Behavior Patterns; Context Effect; Correlation; \*Departments; Discussion Groups; Foreign Countries; Medical Education; \*Medical School Faculty; Reliability; \*Time Factors (Learning); Tutorial Programs; Tutoring; \*Tutors

IDENTIFIERS- Netherlands; \*Problem Based Learning; Subject Content Knowledge

Questions about the necessity of tutors' content experience and what skills are required to make tutor behavior effective have received increased attention in the literature about problem-based learning. The present study attempts to examine the effects of context-specific variables through analysis of the generalizability of tutor behavior and the relationship between organizational background and tutoring. Subjects were 427 members of the academic staff of a Dutch medical school. Data were gathered about 2,299 tutorials over 8 consecutive years, with staff members guiding approximately 2 to 4 tutorials each year. Two studies were conducted, one to determine the stability of tutor behavior across different discussion groups; the other to explore influences on tutoring of departmental background. Results of the first study indicate that stability and generalizability of tutor behavior is low over multiple time points. Correlations between two consecutive tutorials were approximately 0.20. The second study shows that tutor behavior is related to departmental background. It is concluded that what a tutor does in a discussion group depends on context-specific characteristics and on organizational background, both features that should be considered in future research. Four tables are included. (Contains 17 references.) (Author/SLD)

ED 367 716

TM 021 255

Wang, Jianjun; Staver, John R.

An Empirical Approach toward the Prediction of Students' Science

serving a low socioeconomic neighborhood with a minority enrollment of 99 percent. Fifteen students had received pull-out reading instruction, and 15 had not. Reading achievement changes were established by comparing scores on the Iowa Tests of Basic Skills (ITBS) from the end of third- and fourth-grades with scores from the end of fourth- and fifth-grades. Findings were tabulated in terms of means, medians, and standard deviations, and statistically significant differences between the mean scores were determined. Overall, the data indicate no significant difference in reading achievement between the pull-out and non-pull-out classes over one year. This study points to the need to continue such research using a larger sample and a longer span of time, particularly because other research has cast doubt on the efficacy of pull-out instruction. One table provides study findings. (Contains 25 references.) (SLD)

ED 367 735

UD 029 675

Micari, Susan

Aspects of Emotional and Cognitive Development in Middle Childhood.

PUB DATE- 93

NOTE- 15p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - General (140)

DESCRIPTORS- Case Studies; Childhood Attitudes; \*Chinese Americans; \*Cognitive Development; Cultural Background; Developmental Stages; \*Disadvantaged Youth; Economically Disadvantaged; \*Emotional Development; Family Life; Family Violence; \*Friendship; \*Homeless People; Immigrants; Social Development; Theories

This paper examines the concept of friendship that is displayed by an 8-year-old homeless immigrant Taiwanese-Chinese child. Through the use of interviews with the child as well as observations, the author attempts to interpret the child's understanding of friendship according to the theories of cognitive, emotional, and moral development of Piaget, Gilligan, Elkin, Fraiberg, and others. The study attempts to see how well theory could be used to explain individual behavior and thinking, and to challenge the theory if it was perceived to be an ill fit for this child because of cultural dissonance provided by poverty or race. The author concludes that the theories were of help in getting some perspective on the development of this child. In the course of doing the interviews, the researcher admits to being struck by how poignant and beautiful the child's reflections on friendship are and her potential of attaining the model of friendship that she creates in her mind if circumstances with her peers permit her to relinquish her role as outcast. The appendix contains a brief description of the first encounter with the subject and her family in the shelter in which they lived. (GLR)

ED 367 736

UD 029 715

Trevino, Albert D.

Selecting Curriculum Material To Reflect Our Culturally Diverse Society.

PUB DATE- 92

NOTE- 8p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays



instructional program funded by Title VII for the third year at two high schools in the Bronx. In the year under review, Project A.B.C. served 260 students of limited English proficiency (LEP). Participating students received instruction in English as a Second Language (ESL) and the content area subjects of mathematics, science, and social studies. Teachers attended periodic staff meetings and were reimbursed for college level courses. The project had an active parental component that included ESL and educational trips. As in the previous year, the project met its ESL, staff development, occupational aspiration, attendance, dropout prevention, and parental involvement objectives. Curriculum development objectives were partially met, but the objective for student internships was not completed. Some specific suggestions are presented for program improvement. Six tables present evaluation findings. Appendixes list instructional materials, provide a schedule, and contain the student attitude questionnaire. (SLB)

ED 367 756

UD 029 777

Tajbaksh, Kian

Capacity Building Special Alternatives Program Community School District 3. Final Evaluation Report, 1992-93. OREA Report.

PUB DATE- 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Achievement Tests;

Disadvantaged Youth; Elementary Education; \*English (Second

Language); \*Ethnic Groups; Immigrants; \*Limited English

Speaking; Low Income; \*Nontraditional Education; \*Parent

Participation; Program Evaluation; Second Language Instruction;

Staff Development; Standardized Tests; Teaching Methods

IDENTIFIERS- \*Capacity Building; Elementary Secondary Education

Act Title VII; Subject Content Knowledge

The Capacity Building Alternatives Program, an Elementary and Secondary Education Act Title VII-funded project in its first year of operation functioned at 8 schools, serving 139 students of limited English proficiency whose home language was Albanian, Chinese, Haitian, Polish, Russian, or Serbo-Croatian. Students targeted showed an achievement lag of more than one year in one or more content areas as measured by standardized achievement tests. The project provided English-as-a-Second-Language (ESL) instruction and content area instruction using an ESL methodology. Teacher staff development and parental participation were components of the program, and a number of activities included students and parents. The Capacity Building Special Alternatives Program met its objectives for English language development, mathematics, staff education, and using ESL content area-based instructional methodology. For lack of data, staff development in mathematics and parental involvement objectives in increased skill and knowledge and volunteerism were not evaluated. Increased evaluation data was a recommendation for program improvement. Five tables present evaluation findings. An appendix lists instructional materials used in the program. (SLB)

ED 367 757

UD 029 778

Violence in the Schools. A National, State, and Local Crisis.

PUB DATE- Jan 94

NOTE- 81p.

LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Research/Technical (143); Test,  
Questionnaires, Evaluation Instruments (160)  
DESCRIPTORS- Bias; Competence; Computer Oriented Programs;  
\*Computer Simulation; \*Construct Validity; \*Educational  
Assessment; Employment Qualifications; Groups; Interpersonal  
Competence; \*Measures (Individuals); \*Problem Solving;  
Reliability; Scoring; Test Construction; Validity  
IDENTIFIERS- Expert Novice Paradigm; Experts; \*Negotiation  
Processes; \*Prototypes; Self Regulation  
A previous research report described a prototype measure of the  
skill of negotiation in interpersonal competency and the  
results of an initial validation study of that measure. This  
report describes the results of two further validation studies  
of the computer simulation negotiation skill measure. In study  
1, 37 second- and third-year law students nearing the end of a  
course on negotiation participated as experts, while 248 high  
school students served as novices in negotiation. Results  
support the construct validity of the measure, clearly  
distinguishing between experts and novices. In study 2, 51 high  
school students randomly assigned to groups performed the  
simulation as teams. As expected, three-person teams performed  
somewhat better than two-person teams, but there were no  
significant effects of group size. Results indicate that a  
collaborative environment is feasible. Both studies also  
demonstrate that cognitive biases are associated with lower  
negotiation performance, and that experts exhibit more self-  
regulation than novices. Appendixes describe the negotiation  
scenario and provide two study questionnaires. Two figures and  
29 tables present study findings. (Contains 38 references.)  
(SLD)

ED 367 674

TM 021 112

Eigenberger, Marty  
A Philosophical Item Analysis of the Right-Wing Authoritarianism  
Scale.  
PUB DATE- 93  
NOTE- 29p.  
LANGUAGE- English  
EDRS Price- MF01/PC02 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- \*Authoritarianism; Beliefs; Definitions; \*Item  
Analysis; \*Measures (Individuals); Personal Autonomy;  
Personality Measures; \*Philosophy; \*Political Attitudes; Test  
Content; \*Test Items  
IDENTIFIERS- \*Right Wing Authoritarianism Scale  
Items of Altemeyer's 1986 version of the "Right-Wing  
Authoritarianism Scale" (RWA Scale) were analyzed as  
philosophical propositions in an effort to establish each  
item's suggestive connotation and denotation. The guiding  
principle of the analysis was the way in which the statements  
reflected authoritarianism's defining characteristics of  
conventionalism, aggression and submission, and by implication,  
what it may mean, in each case, to harbor authoritarian  
principles. The analysis was undertaken largely in response to  
concerns expressed by several subjects who had completed the  
RWA Scale, as to how anyone could agree in any way with  
protrait items. Such concerns were often a two-part expression:  
bewilderment over what must be going on in the heads of  
authoritarians, and the follow-up hypothesis that they must not  
know to what they are assenting when agreeing to authoritarian  
propositions. This project is an effort to get at just what it

Murthy, Kavita

Commonality Analysis for the Regression Case.

PUB DATE- Apr 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 6, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070), Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Correlation; Heuristics; Higher Education;

\*Prediction; Predictor Variables; \*Regression (Statistics);

\*Statistical Analysis; Undergraduate Students

IDENTIFIERS- \*Commonality Analysis; Statistical Analysis System; \*Variance (Statistical)

Commonality analysis is a procedure for decomposing the coefficient of determination ( $R^2$ ) in multiple regression analyses into the percent of variance in the dependent variable associated with each independent variable uniquely, and the proportion of explained variance associated with the common effects of predictors in various combinations. Commonality analysis is an attempt to understand the relative predictive power of regressor variables, both individually and in combination. Despite their utility, these methods have not been used with great frequency, perhaps because these methods are not fully automated in commonly used statistical packages. This paper explores the applications of commonality analyses by reanalyzing data from a study of the relationships among anger and stress in predicting depression among 247 undergraduate students. This data set is employed as a heuristic to make the discussion more accessible. In addition, a Statistical Analysis System (SAS) computer program procedure for obtaining all possible  $R^2$  values is discussed as an efficient method of implementing the required analyses. Two tables and one chart are appended. (Contains 13 references.) (Author/SLD)

Factors Affecting School Division Performance. Final Report.

PUB DATE- Jan 93

NOTE- 101p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Accountability; \*Community Characteristics; Correlation; Databases; Economic Impact; Educational Attainment; \*Educational Finance; Elementary Secondary Education; Expenditures; Income; Literature Reviews; \*Outcomes of Education; Performance; \*School Districts; \*Socioeconomic Status; \*Student Characteristics

IDENTIFIERS- \*Virginia

This report provides information on the relationships among students and community characteristics, fiscal and educational resources, and student outcomes at the school-division level. Data from the 1989-90 Outcome Accountability Project include 50 indicators of division-level student outcomes. The factors related to these outcomes were examined through background studies, a literature review, a database of division-level data, and a variety of statistical analyses. Eight categories

Achievement in the United States and the Peoples' Republic of China.

PUB DATE- Apr 94

NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Academic Achievement; Background; Comparative Analysis; Context Effect; Cross Cultural Studies; Culture; Factor Analysis; Foreign Countries; High Schools; High School Students; International Studies; Models; Multivariate Analysis; \*Prediction; \*Sciences; Sex Differences; Social Influences; Student Attitudes

IDENTIFIERS- \*China; Effort; Empirical Research; Science Achievement; Second International Science Study; Statistical Analysis System; \*United States

An empirical approach is adopted in this paper to explore a possible model for prediction of students' science achievement in China and the United States. Construction of the model is based on the ninth-grade data base from Phase 2 of the Second International Education Association Science Study (SISS) in the United States and the SISS Extension Study (SES) in Hubei province in China. The common independent variables of science achievement are classified into gender, attitude, home background, classroom experience, and personal effort, according to the distinction between visible and latent characteristics and scree plots from principal-components analysis. Latent factors are represented by the first principal components in each of the four latent categories of student attitudes, home backgrounds, classroom experience, and personal effort. Predictors of the model are constructed by polynomials of the visible and latent factors and their interactions in a multivariate Taylor series. Significant predictors at the  $\alpha=0.05$  level are selected through a backward elimination procedure in the Statistical Analysis System. The structure of the four latent factors and the model complexity have been compared between the two countries in terms of their educational, political, social, and cultural contexts. Eight tables and two figures are included. (Contains 45 references.) (Author/SLD)

ED 367 717

TM 021 259

Woolley, Gale R.

The Evaluation of the Strategic Planning Process at the Medical Center Campus of Miami-Dade Community College.

PUB DATE- Nov 93

NOTE- 63p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Case Studies; \*College Faculty; Decision Making; \*Educational Planning; Evaluation Methods; \*Feedback; Higher Education; Interviews; \*Naturalistic Observation; Operations Research; Policy Formation; Qualitative Research; Resource Allocation; \*Strategic Planning

IDENTIFIERS- \*Miami Dade Community College FL

The effectiveness of the planning process at the Medical Center Campus of Miami-Dade Community College was evaluated, addressing how and to what extent campus personnel perceived the planning process as guiding decisions, resource

(120), Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- \*Cultural Awareness; Cultural Differences; Cultural Images; Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; \*Instructional Material Evaluation; \*Instructional Materials; \*Media Selection; \*Multicultural Education; Multicultural Textbooks

This paper offers guidelines for the selection of elementary and secondary education curriculum materials that properly recognize the variety of ethnic and cultural diversity within U.S. society. Two areas are addressed. The first is understanding the concept of culture when examining multicultural materials. The second is the determination of the specific function for which the multicultural materials are intended. It warns that exposure to a culture without explanation can be misleading and demeaning and that teachers who understand the various ways in which culture can shape the ideas and lives of students are the best suited to select materials for students. Factors that should be considered in determining the suitability of multicultural materials include: (1) whether they tie in with the teacher's multicultural goals; (2) whether they relate to the activities at hand and are realistic within the context described; (3) whether the teacher has an adequate understanding of the experiences related in the material to permit satisfactory interpretation of the content, and (4) whether and to what extent the teacher can handle material if it is of a controversial nature. (GLR)

ED 367 737

UD 029 728

Target 2000. Dropout Prevention and Retrieval. Technical Assistance Sites. Program Descriptions 1993-94.

PUB DATE- 93

NOTE- 48p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Reference Materials - Directories/Catalogs (132)

DESCRIPTORS- \*Dropout Prevention; Dropout Programs; Elementary Schools; Elementary Secondary Education; Legislation; Middle Schools; \*Program Descriptions; Resource Materials; Secondary Schools; State Programs; \*Technical Assistance

IDENTIFIERS- \*South Carolina

With the passage of the Early Child Development and Academic Act of 1993, 21 former Target 2000 Dropout Prevention and Retrieval pilot projects were reorganized as technical assistance sites. This publication is a compilation of descriptions of the programs at the technical assistance sites, areas in which technical assistance is available, and listings of material developed during pilot testing that are now available for dissemination. Also included are the names and telephone numbers of those who can provide more information about each technical assistance site and the details on how to schedule on-site visits. Program information is provided in four sections: District Programs and Technical Assistance Sites; Secondary School Programs and Technical Assistance Sites; Middle School Programs and Technical Assistance Sites; and Elementary School Programs and Technical Assistance Sites. (GLR)

ED 367 738

UD 029 743

Kleg, Milton

LANGUAGE- English  
EDRS Price- MF01/PC04 Plus Postage.  
PUB TYPE- Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Administration; Community Influence; Crime; \*Crime Prevention; \*Delinquency; Disadvantaged Youth; \*Educational Environment; Elementary Secondary Education; Etiology; Family Influence; Federal Government; Interpersonal Communication; Intervention; Police School Relationship; Prevention; \*School Security; Social Problems; State Government; Urban Schools; \*Violence

IDENTIFIERS- \*New York

This study explores the problem of school violence, identifies the causes and factors associated with this violence, and discusses strategies to reduce violence in the schools. Federal, New York State, and other state initiatives are presented, focusing on reducing violence in schools. Factors associated with school violence and vandalism are identified in the following categories: (1) governance of schools; (2) interpersonal communication; (3) leadership; (4) other school-related factors; (5) society and community-related factors; (6) family-related factors; and (7) behavior. Violence-reduction strategies for schools are discussed in the areas of prevention, intervention, and response. Initiatives undertaken by the Federal Government, New York, and other states to reduce and prevent violence are reviewed. Several surveys planned to elucidate the extent of school violence are described. Appendixes present definitions and a chart of district violence statistics, along with 27 tables of national violence survey results. (Contains 47 references.) (SLB)

ED 367 758

UD 029 779

Kranz, Rachel  
Straight Talk about Prejudice. The Straight Talk Series.  
PUB DATE- Mar 92  
NOTE- 129p.

LANGUAGE- English  
EDRS Price- Document Not Available from EDRS.  
PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)  
DESCRIPTORS- Adolescent Literature; \*Adolescents; Age Discrimination; Attitudes; Beliefs; \*Bias; \*Cultural Awareness; Disabilities; Elementary Secondary Education; Ethnic Discrimination; Ethnic Stereotypes; Homophobia; Homosexuality; Life Events; \*Racial Discrimination; Religious Discrimination; \*Sex Discrimination; \*Stereotypes

The Straight Talk series is designed for teenagers today. It presents the most factual, up-to-date information available. "Straight Talk about Prejudice" provides readers with clear, factual information about prejudice and explores how unjust and destructive prejudice and discrimination really are. Prejudice, stereotypes, and discrimination are defined, and how they commonly occur in everyday life is illustrated. The role prejudice has played throughout history is explored with careful distinctions made between explicit and institutionalized discrimination. Racial and cultural prejudice, as well as prejudice against women, homosexuals, the aged, and the handicapped, are discussed. Possible personal, legal, and political ways of coping with prejudice are discussed. A directory of organizations that help in the fight against prejudice is included. (SLB)

ED 367 759

UD 029 780

African Americans in Science, Mathematics, Medicine, and

is that authoritarianism connotes. As to whether authoritarian personalities are conscious of the philosophical implications of their beliefs is a matter for further research. Appendix 1 lists components of authoritarianism, and appendix 2 presents a definition. (Contains 13 references.) (Author)

ED 367 675

TM 021 113

Koretz, Daniel; And Others

Lessons from an Evolving System. Interim Report: The Reliability of Vermont Portfolio Scores in the 1992-93 School Year. Project 3.2 State Accountability Models in Action.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Nov 93

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Assessment; Elementary Secondary Education; Evaluation Methods; \*Evaluation Utilization; Feedback; Mathematics; \*Portfolios (Background Materials); \*Program Implementation; Reliability; School Districts; Scores; Scoring; \*State Programs; Student Evaluation; \*Testing Programs; \*Test Reliability; Test Results; Writing (Composition)

IDENTIFIERS- Supervisory Unions; \*Vermont

The 1992-93 school year was the second year of the implementation of the Vermont assessment program. Evaluation of the 1991-92 year yielded mixed results, with some evidence that the assessment program was having a strong impact on instruction, but other indications that the reliability of the portfolio scoring in both writing and mathematics was so low that most of the planned uses of the data were abandoned. This interim report provides initial results of the 1992-93 school year evaluation. It discusses only the quality of the assessment data. In this year, simple total scores for each portfolio showed moderately high reliability of scoring for mathematics, particularly in the eighth grade. In contrast, the reliability of the writing portfolio did not improve substantially. The state would like to report scores for supervisory unions, local districts, or schools, but the evaluation finds that supervisory union scores are not especially informative because they show little variation and have large margins for error. The use of portfolios contributed little to these problems, which appear to result from the number of students scored and the choice of supervisory unions as the reporting unit. Four figures and four tables present study data. (SLD)

ED 367 676

TM 021 114

Schunk, Dale H.

Student Motivation for Literacy Learning: The Role of Self-Regulatory Processes.

PUB DATE- Apr 94

NOTE- 11p.; Paper to be presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142); Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Education; \*Elementary School Students; Feedback; \*Goal Orientation; \*Learning; \*Literacy; Objectives;

of variables were hypothesized to represent the educational process. Results of the correlation analysis involving these eight constructs are summarized as follows: (1) socioeconomic status and student characteristics are moderately correlated with student attainment; (2) socioeconomic status and student characteristics are highly correlated with student achievement; (3) community and division fiscal resources are weakly correlated with student attainment; (4) community and division fiscal resources are moderately correlated with student achievement; and (5) class size and teacher characteristics are weakly correlated with student attainment and achievement. Two tables and two figures present analysis results. Five appendixes provide associated documents, such as definitions and survey results. (SLD)

ED 367 696

TM 021 156

Spray, Judith A.

Multiple-Category Classification Using a Sequential Probability Ratio Test.

PUB DATE- Dec 93

NOTE- 32p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- \*Classification; Computation; \*Computer Simulation; \*Decision Making; \*Hypothesis Testing; Statistical Analysis; \*Test Items; Validity

IDENTIFIERS- \*Sequential Probability Ratio Test (Wald)

Sequential probability ratio testing (PRT), which usually is applied in situations requiring a decision between two simple hypotheses or a single decision point, is extended to include situations involving  $k$  decision points and  $(k - 1)$ -choose-2 sets of simultaneous, simple hypotheses, where  $k \geq 1$ . The multiple-decision point or multiple-category SPRT procedure can be used to classify examinees into  $k - 1$  categories using computer adaptive methods. Computer simulations utilizing a 200-item pool of previously calibrated test items show that the multiple-category SPRT method controls misclassification error rates adequately, provided that the number of decision points is not too large. Twelve figures are included. (Contains 7 references.) (Author)

ED 367 697

TM 021 161

Colton, Dean A.

A Multivariate Generalizability Analysis of the 1989 and 1990 AAP Mathematics Test Forms with Respect to the Table of Specifications.

PUB DATE- Dec 93

NOTE- 47p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Achievement Tests; \*Difficulty Level; Error of Measurement; \*Generalizability Theory; High Schools; Item Analysis; Mathematics Achievement; \*Mathematics Tests; \*Multivariate Analysis; \*Test Construction; Test Format; Test Items

IDENTIFIERS- \*ACT Assessment; \*Table of Specifications; Variance (Statistical)

Tables of specifications are used to guide test developers in sampling items and maintaining consistency from form to form.



allocations, and activities to realize the strategic outcomes. The qualitative method of naturalistic inquiry, specifically a descriptive case study approach, was selected to identify common perceptions of the planning process. Data sources included semistructured interviews with campus personnel and a review of previous plans. Analysis found six major themes related to the strategic planning process: (1) method; (2) comprehension; (3) format; (4) influence; (5) feedback; and (6) results. After considering these themes, recommendations were made for revising the strategic plan and renaming the annual campus operational plan. Revisions to the annual operational planning procedure were suggested, along with staff and faculty development in the areas of strategic and operational planning and further evaluation of the planning process. Four appendixes present organizational charts. (Contains 25 references.) (SLD)

ED 367 718

TM 021 261

Lantz, Chris

An Interdisciplinary Approach to the Evaluation of Visuals for Instruction.

PUB DATE- 94

NOTE- 10p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Affective Measures; Cognitive Measurement; Comprehension; Criteria; \*Evaluation Methods; Illustrations; \*Instructional Material Evaluation; Instructional Materials; \*Interdisciplinary Approach; Measurement Techniques; \*Photographs; Pilot Projects; Readability; \*Readability Formulas; Semiotics; Test Construction; Verbal Learning; Visual Learning; \*Visual Perception

IDENTIFIERS- Experts; Gestalt Psychology; \*Nomographs; Panel Studies

To what extent can photographic readability be formalized for use as a criterion in the evaluation of instructional materials?

The purpose of this study was to develop and pilot test a readability index for evaluating photographic illustrations in instructional materials. The index uses an interdisciplinary battery of methods adapted from the fields of linguistics, reading, and cognitive psychology to assess the level of visual information processing for viewers in both initial perception and prolonged encoding phases. The Picture Readability Index investigates both stages in the perception of photographs according to the comparison of affective and cognitive domain classifications on a nomograph format. Visual semiotic analysis is also used to investigate ways in which pictorial elements group to form functional ensembles or gestalts in the first eye centrations. An expert or adoption panel was used to improve the instrument during development. The present format is considered too extensive to use with large populations and in applications with limited time, even though the expert panel suggests that most of the elements included are important. Length could be made more manageable if all components were shortened. (Contains 20 references.) (Author/SLD)

ED 367 719

TM 021 262

Jacobsen, Rhonda Hustedt

Students' Ways of Testing: Transforming the Structures of Evaluation.

PUB DATE- Apr 94

NOTE- 16p.; Paper presented at the Annual Meeting of the American

Hate Prejudice and Racism.

PUB DATE- Sep 93

NOTE- 326p.; A volume in the State University of New York Theory, Research, and Practice in Social Education series edited by Peter H. Martorella.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Antisocial Behavior; Black Stereotypes; Case Studies; Curriculum Design; Ethnic Groups; \*Ethnic Stereotypes; Jews; Minority Groups; Nazism; \*Racial Attitudes; \*Racial Bias; \*Racial Relations; Secondary Education; Social Discrimination; Social Problems; Teaching Methods; \*Violence

IDENTIFIERS- Hate Crime; Hate Groups; \*Ku Klux Klan

This book provides a comprehensive overview of the problems created by prejudiced attitudes, racist beliefs, and acts of discrimination from the casual racial or ethnic joke to the unrestrained violence of a lynch mob. It addresses such topics as the nature of ethnicity, stereotyping, aggression, and hate groups and individuals who promote ethnic and racial hatred. Traced is the history of race as a scientific concept and its use as a social concept designed to stigmatize and subordinate members of minority racial and ethnic groups. Chapters on prejudice, stereotyping, and discrimination scapegoating provide a foundation for the chapter on hate groups and haters, which includes in-depth descriptions of beliefs and activities of white supremacist groups and individuals who promote racism and anti-Semitism. Throughout the book most case studies and examples focus on the black and Jewish experience. The final chapter concerns the teacher's role in teaching about hate prejudice and violence. It reexamines the issues and concepts presented and their implications for social education, and it discusses several curricular strategies, including the use of literature. Contains a bibliography of over 180 items and an index. (GLR)

ED 367 739

UD 029 744

Streitmatter, Janice

Toward Gender Equity in the Classroom: Everyday Teachers' Beliefs and Practices.

PUB DATE- Mar 94

NOTE- 219p.; A volume in the State University of New York Teacher Preparation and Development series edited by Alan R. Tom.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Information Analyses/State-of-the-art Materials (070), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Education; Case Studies; Classroom Research; Educational Quality; Elementary Secondary Education; \*Equal Education; Instructional Materials; Interviews; \*Sex Bias; Sex Differences; Sex Discrimination; Social Bias; Socialization; \*Teacher Attitudes; \*Teacher Student Relationship; \*Teaching Methods

This book presents various aspects and considerations of gender equity in classroom teaching through conversations with and observations of eight teachers. It highlights the differences between teachers' beliefs and practices, shows how educational institutions contribute to the formation or development of those beliefs and practices, and describes how individual teachers within those institutions can and do combat the inequities resulting from gender socialization. Chapter 1

Invention, Curriculum Guide. A Multicultural Curriculum.  
 PUB DATE- 93  
 NOTE- 149p.  
 LANGUAGE- English  
 EDRS Price- Document Not Available from EDRS.  
 PUB TYPE- Guides/Methods/Techniques (For Practitioners) -  
 Classroom Use - Teaching Guides (For Teacher) (052), Non-print  
 Media (100)  
 DESCRIPTORS- Audiovisual Aids; Black History; \*Blacks; Economic  
 Factors; Elementary Education; Instructional Materials;  
 Inventions; \*Mathematicians; Mathematics; \*Medicine; Middle  
 Schools; Multicultural Education; Physicians; Resource  
 Materials; Sciences; \*Scientists; \*United States History;  
 Videotape Recordings  
 IDENTIFIERS- \*African Americans; \*Inventors  
 "The Contributions of African Americans to Science, Medicine, and  
 Invention" is a 39-minute videotape developed for elementary  
 and middle school students and staff. The video, the script,  
 and the curriculum guide in this kit provide significant  
 historical information that is not often available. The video  
 uses student actors to stress the economic and social impact of  
 many contributions made by Africans and African Americans in  
 science, medicine, and invention. Curriculum activities, which  
 are both teacher-and student-directed, use social studies,  
 science, language arts, and mathematics skills to explore other  
 topics introduced by the video. Four sets of task cards and two  
 sets of puzzle cards, correlated to each section of the video;  
 and a list of 73 sources for additional reading, marked for the  
 appropriate age group, are included. (SLB)

ED 367 760

UD 029 781

Takanishi, Ruby, Ed.  
 Adolescence in the 1990s. Risk and Opportunity.  
 PUB DATE- 93  
 NOTE- 236p.; Originally published in "Teachers College Record,"  
 volume 94, number 3, Spring 1993.  
 LANGUAGE- English  
 EDRS Price- Document Not Available from EDRS.  
 PUB TYPE- Books (010), Collected Works - General (020)  
 DESCRIPTORS- \*Adolescents; \*Child Development; Community  
 Programs; Curriculum Development; Education Work Relationship;  
 Elementary Secondary Education; Foreign Countries; Health  
 Education; \*High Risk Students; Mass Media Role; Parent  
 Participation; \*Peer Relationship; Socialization; Social  
 Services; \*Student Attitudes  
 IDENTIFIERS- Germany; \*Risk Reduction  
 This collection, which grew out of the work of the Carnegie  
 Council on Adolescent Development, presents chapters by some  
 thoughtful and influential people who are currently studying  
 and working with adolescents. Their perspectives provide  
 valuable insight into the situation of the adolescent in  
 today's climate. Chapters include: (1) "Changing Views of  
 Adolescence in Contemporary Society" (Ruby Takanishi); (2) "The  
 Opportunities of Early Adolescence" (David A. Hamburg); (3)  
 "Adolescent Rolelessness in Modern Society" (Elena O.  
 Mightingale and Lisa Wolverton); (4) "Webs of Influence: School  
 and Community Programs that Enhance Adolescent Health and  
 Education" (Richard H. Price et al.); (5) "Schools for  
 Teenagers: A Historic Dilemma" (Fred M. Hechinger); (6)  
 "Schools as Places for Health, Mental Health, and Social  
 Services" (Joy G. Dryfoos); (7) "Parent-School Involvement  
 during the Early Adolescent Years" (Jacquelynne S. Eccles and  
 Rena D. Harold); (8) "Improving the School-to-Work Transition

Performance; Social Cognition; \*Student Motivation; Success;  
Teaching Methods; \*Writing Instruction  
IDENTIFIERS- Process Skills; Self Regulated Learning; \*Self  
Regulation

Self-regulation refers to the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of goals. Effective self-regulation requires that students have goals and the motivation to attain them, and maintain a sense of self-efficacy for learning and performing well. A social cognitive view of self-regulation is presented that highlights the roles of goals, progress feedback, and self-efficacy. Research is described in which elementary school children were taught to use a paragraph writing strategy and received either a process (learning) goal, a product (performance) goal, or a general goal. Some process goal students also received goal progress feedback that linked their performances to use of the writing strategy. Providing a process goal with progress feedback led to the highest levels of self-efficacy, strategy use, and writing skill. Suggestions for fostering students' motivation during classroom writing instruction are provided. (Contains 25 references.) (Author)

ED 367 677

TM 021 115

Schunk, Dale H.

Motivating Self-Regulation of Learning: The Role of Performance  
Attributions.

PUB DATE- Apr 94

NOTE- 14p.; Paper to be presented at the Annual Meeting of the  
American Educational Research Association (New Orleans, LA,  
April 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials

(070), Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; \*Attribution Theory; Beliefs;  
Correlation; Feedback; Goal Orientation; \*Motivation; Outcomes  
of Education; \*Performance; \*Self Efficacy; Social Cognition;  
Student Motivation; Success

IDENTIFIERS- \*Self Regulation

Self-regulation refers to the process whereby students activate and sustain cognitions, behaviors, and affects, which are systematically oriented toward attainment of goals. Effective self-regulation requires that students have goals and the motivation to attain them, and make attributions (beliefs about the causes of outcomes) that enhance motivation. A social cognitive view is presented in which attributions influence self-regulation largely through their effects on self-efficacy, or personal beliefs about one's capabilities to learn or perform skills at designated levels. Attributions enter into self-regulation when students compare and evaluate their performances against their goals. Research substantiates the idea that self-regulation depends on students forming attributions that sustain learning efforts and promote self-efficacy. Research is reviewed on the self-regulatory role of attributional feedback that links students' outcomes with one or more attributions, and on correlational and causal relations among attributions, self-efficacy, and achievement outcomes. Suggestions for future research are provided. (Contains 35 references.) (Author)

ED 367 678

TM 021 117

This paper is a generalizability study of the American College Testing Program (ACT) Achievement Program Mathematics Test (AAP), with the content areas of the table of specifications representing multiple dependent variables. The results are presented with respect to variance and covariance components and to estimates of error variance. Also discussed are alternative weightings of the content categories. The pattern of mean difficulty of the four content areas is the same for 1989 and 1990 data. It appears that the specifications for the mathematics examination are resulting in fairly consistent levels of difficulty at both the test and content strata levels, although the form-level standard deviations for trigonometry are generally smaller than the standard deviations of the other content areas. In general, examination of the variance components leads to the conclusion that universe scores, item effects, and residuals make fairly consistent form-to-form contributions to the variability of scores in the content areas with relatively large proportions of the test's items. Thirteen tables and three figures are included. (Contains 42 references.) (Author/SLD)

ED 367 698

TM 021 162

Benhof, Richard

Federal Support to Universities, Colleges, and Nonprofit Institutions: Fiscal Year 1991. A Report to the President and Congress. Surveys of Science Resources Series. Detailed Statistical Tables.

PUB DATE- 93

NOTE- 259p.

LANGUAGE- English

EDRS Price- MF01/PC11 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- Colleges; \*Federal Aid; Federal Programs; \*Financial Support; Government School Relationship; Higher Education; National Surveys; Nonprofit Organizations; Policy Formation; \*Public Support; Research and Development

The level, distribution, and characteristics of federal support to institutions of higher education are of great interest to both government and nongovernment policy makers. The National Science Foundation annually collects statistical data by survey from the 15 federal agencies that account for virtually all support for science and engineering (S&E) research and development at educational institutions. In addition, data are reported on the agencies' obligations to nonprofit institutions. This survey system is the sole source of data on federal funding for S&E and non-S&E activities. The data from these tables make it possible to examine the patterns of support for individual institutions and to compare patterns among institutions. Detailed tables are given for different types of institutions and by individual institution. There are 43 tables in all. (SLD)

ED 367 699

TM 021 163

The Trial State Assessment: Prospects and Realities. The Third Report of the National Academy of Education Panel on the Evaluation of the NAEP Trial State Assessment: 1992 Trial State Assessment.

PUB DATE- 93

NOTE- 221p.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Evaluative/Feasibility

Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Faculty; College Students; Communication (Thought Transfer); \*Critical Theory; \*Evaluation Methods; Evaluation Research; Feminism; Higher Education; Interviews; Student Attitudes; \*Student Evaluation of Teacher Performance; \*Teaching Methods; \*Testing

IDENTIFIERS- Reform Efforts

Fifteen college classes were identified via standardized student ratings as having had superior testing procedures. Instructors in those classes were asked to describe their evaluation procedures, and interviews were conducted with 27 students randomly selected from the classes. Interviewed students stressed the "communicative" dimension of testing, corroborating pedagogical principles drawn from critical theory (as formulated by Jurgen Habermas) and feminist theory (as formulated by Mary Belensky and associates). Suggestions are offered for transforming classroom evaluation in ways that take into account feminist theory, critical theory, and--most importantly--student voices. (Contains 4 references.) (Author)

ED 367 720

TM 021 263

Shin, Hyun-Seok

Estimating Future Teacher Supply: An Application of Survival Analysis.

PUB DATE- Apr 94

NOTE- 66p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Career Change; \*Elementary School Teachers; Elementary Secondary Education; \*Estimation (Mathematics); Faculty Mobility; Institutional Characteristics; Private Schools; Public Schools; Satisfaction; \*Secondary School Teachers; Statistical Analysis; Teacher Attitudes; Teacher Background; Teacher Characteristics; Teacher Persistence; Teacher Recruitment; Teacher Salaries; \*Teacher Supply and Demand

IDENTIFIERS- National Longitudinal Study High School Class 1972; \*Survival Analysis

The purpose of this study was to examine whether teachers' personal attributes and school characteristics predict differences in the career patterns of teachers and, if so, to explore the implications for teacher supply. The sample was composed of 786 current and former teachers identified in 1986 through the Teaching Supplement Questionnaire of the fifth follow-up of the National Longitudinal Study of 1972. Statistical methods included descriptive statistics and survival analysis. Data analysis showed that many of the beginning teachers left teaching in the early years of their careers. Science and English teachers were most likely to leave. Teachers who had a master's degree or who had graduated from 5-year teacher education programs tended to stay longer; those with higher beginning salaries tended to stay longer than those with lower salaries; and private school teachers were more likely to leave than public school teachers. Elementary

introduces the concept of gender equity as a broader societal issue as well as one that pertains to schooling. Chapter 2 briefly discusses the history of the development of gender roles and looks at the influence of gender role stratification on males and females in earlier and current schools. Chapters 3, 4, and 5 combine the information from research, teacher discussions, and class observations to the discussion of gender equity in teaching. Topics in these chapters cover: (1) school curriculum and instructional materials as gender equity issues; (2) two specific methods employed by several of the teachers in their pursuit of gender equity in their classrooms; (3) the pertinent research as well as the practices of five of the teachers that relate to gender equity and teacher-initiated interactions with students; and (4) the development of a personal analysis of the best means to interpret and understand gender equity teaching practices in classrooms. The appendix provides the interview protocols. Chapters references are included as well as an index. (GLR)

ED 367 740

UD 029 745

Rury, John L., Ed.; Cassell, Frank A., Ed.

*Seeds of Crisis: Public Schooling in Milwaukee since 1920.*

PUB DATE- Feb 94

NOTE- 330p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Curriculum Development; Demography; Educational Change; \*Educational Environment; Educational History; Essays; \*Politics of Education; Principals; \*Public Schools; School Administration; School Desegregation; Secondary Education; \*Social Change; \*Social Influences; Taxes; \*Urban Schools  
IDENTIFIERS- \*Milwaukee Public Schools WI

This book addresses the educational challenges of the 20th century, such as the right to search students' lockers for guns and drugs, by examining the Milwaukee, Wisconsin school system as an example of how these challenges have affected the politics of education, the curriculum, the work of teachers and principals, and the everyday lives of students in Milwaukee. Essays attempt to capture the historical process that shaped the course of public education in Milwaukee, each identifying different patterns of change in the schools and their social or political context, as well as revealing a distinctive dimension of the schools' historical record in these decades. Essays and their authors are as follows: "The Changing Social Context of Urban Education: A National Perspective" (John L. Rury); "A City at Risk: The Changing Social and Economic Context of Public Schooling in Milwaukee" (Marc V. Levine and John F. Zipp); "The Organization and Politics of the Milwaukee Public School System, 1920-1986" (James G. Cibulka and Frederick I. Olson); "The Milwaukee Curriculum" (Rolland Callaway and Steven Baruch); "Teachers and Principals in the Milwaukee Public Schools" (William J. Kritek and Delbert K. Clear); "Student Life in Milwaukee High Schools, 1920-1985" (Paul Haubrich); "The Milwaukee Desegregation Case" (Michael Stolee); and "Are Big City Schools Holding Their Own?" (Paul E. Peterson). Contains an index. (GLR)

ED 367 741

UD 029 746

*Violence in the Schools. How America's Schoolboards Are Safeguarding Your Children. Best Practice Series.*

of American Adolescents" (Robert W. Glover and Ray Marshall); (9) "Adolescence and Schooling in Germany and the United States: A Comparison of Peer Socialization to Adulthood" (Anne C. Petersen et al.); (10) "Adolescents and the Mass Media. From 'Leave It to Beaver' to 'Beverly Hills 90210'" (Donald F. Roberts); (11) "The Need for a Core, Interdisciplinary, Life-Sciences Curriculum in the Middle Grades" (H. Craig Heller); (12) "Linking Health and Education in the Middle Grades (Gordon M. Ambach); (13) "Transforming Schools into Powerful Communities" (Deborah Meier); (14) "The Potential Effects of Community Organizations on the Future of Our Youth" (James P. Comer); and (15) "Annotated Bibliography of Selected Publications on the Adolescent Years (Linda L. Schoff). (SLD)

ED 367 761

UD 029 782

Hoffman, Emily P., Ed.  
Essays on the Economics of Education.

PUB DATE- 93

NOTE- 189p.; Papers originally presented at the 28th annual Public Lecture Series of the Department of Economics of Western Michigan University, 1991-92 academic year.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Academic Achievement; Accountability; Change; College Choice; \*Economic Factors; Educational Finance; Educational Policy; Educational Practices; \*Educational Research; Elementary Secondary Education; \*Equal Education; Expenditures; Higher Education; \*High Risk Students; Incentives; Performance

This series of papers by prominent economists who have specialized in educational issues brings an economic perspective to some of the major questions being asked about education today. Three papers address elementary and secondary education with an emphasis on educational equity. One examines the educational opportunities of at-risk children and another examines the relationship between educational equity and the improvement of student outcomes. The third considers performance-based incentives for elementary and secondary schools. Two papers consider higher education, and the final paper explores the dynamics of educational policy and practice. Following an introduction by the editor, the papers are: (1) "The Economics of Education for At-Risk Students" (Henry M. Levin); (2) "Can Equity Be Separated from Efficiency in School Finance Debates?" (Eric A. Hanushek); (3) "Can Schools Be Held Accountable for Good Performance?" (Robert H. Meyer); (4) "College Choice, Academic Achievement and Future Earnings" (Estelle James and Nabeel Alsalam); (5) "The Financial Squeeze on Higher Education Institutions and Students" (W. Lee Hansen); and (6) "The Economics of Education in a World of Change" (Mary Jean Bowman). (Contains 10 references.) (SLD)

ED 367 762

UD 029 783

Peacock, Alan, Ed.  
Science in Primary Schools: The Multicultural Dimension.

PUB DATE- 92

NOTE- 185p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- \*Cultural Differences; Curriculum Development; Curriculum Enrichment; Developing Nations; Educational Policy;



Weigle, David C.

Historical Origins of Contemporary Statistical Testing Practices:  
How in the World Did Significance Testing Assume Its Current  
Place in Contemporary Analytic Practice?

PUB DATE- Jan 94

NOTE- 18p.; Paper presented at the Annual Meeting of the  
Southwest Educational Research Association (San Antonio, TX,  
January 27, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches,  
Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Data Analysis; Educational History; Etiology;  
\*Research Methodology; \*Scientific Research; \*Statistical  
Significance; \*Testing

The purposes of the present paper are to address the historical development of statistical significance testing and to briefly examine contemporary practices regarding such testing in the light of these historical origins. Precursors leading to the advent of statistical significance testing are examined as are more recent controversies surrounding the issue. As the etiology of current practice is explored, it will become more apparent whether current practices evolved from deliberative judgment or merely developed from happenstance that has become reified in routine. Examination of the history of analysis suggests that the development of statistical significance testing has indeed involved a degree of deliberative judgment. It may be that the time for significance testing came and went, but there is no doubt that significance testing served as an important catalyst for the growth of science in the 20th century. (Contains 39 references.) (Author/SLD)

ED 367 679

TM 021 119

Mulcahy, Robert; And Others  
Cognitive Education Project.

PUB DATE- 93

NOTE- 443p.; For the summary report, see TM 021 127.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,  
Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrators; \*Cognitive Processes; Elementary  
Education; \*Elementary School Students; Foreign Countries;  
Gifted; Grade 4; Grade 7; \*Instructional Effectiveness;  
Learning Disabilities; Longitudinal Studies; Metacognition;  
Motivation; Parents; Program Evaluation; Reading Comprehension;  
Symbolic Learning; \*Teaching Methods; \*Thinking Skills

IDENTIFIERS- Alberta; Feuerstein (Reuven); \*Instrumental  
Enrichment; \*Strategies Program for Effective Learning Thinking  
The Cognitive Education Project centered at the University of  
Alberta undertook a 3-year longitudinal evaluation of two  
cognitive education programs aimed at teaching thinking skills.  
The critical difference between the two experimental programs  
was that one, Feuerstein's Instrumental Enrichment (IE) method  
was taught out of curricular content, while the other,  
Strategies Program for Effective Learning/Thinking (SPELT), was  
taught directly within curricular content. The effectiveness of  
these two programs was compared with traditional instruction at  
grades 4 and 7 for 900 gifted, learning disabled, and normally  
achieving students. Results indicate that cognitive education  
was effective in improving student thinking, especially for the  
grade-4 learning disabled students, and to a lesser extent for

(142), Numerical/Quantitative Data (110)  
DESCRIPTORS- Academic Achievement; \*Comparative Analysis;  
Educational Assessment; Elementary School Students; Elementary  
Secondary Education; Evaluation Methods; Federal Government;  
Financial Support; Government Role; Grade 4; Grade 8; Grade 12;  
\*Mathematics Tests; National Surveys; \*Reading Tests; Secondary  
School Students; State Programs; Testing Problems; \*Testing  
Programs; \*Test Use; Test Validity  
IDENTIFIERS- National Academy of Education; \*National Assessment  
of Educational Progress; Reform Efforts; \*Trial State  
Assessment (NAEP)

The National Academy of Education Panel is providing the intellectual leadership and coordination for an independent evaluation of the 1990 and 1992 Trial State Assessments (TSA) of the National Assessment of Educational Progress (NAEP). These instruments provide state-by-state comparisons of educational achievement, which is the first such use of NAEP data. A portfolio is being constructed of studies of the TSA using a range of methodological approaches. In the 1992 TSA eighth-grade students were again tested in mathematics and fourth-grade students were assessed in mathematics and reading. Approximately 8,700 schools and 330,000 students participated in the 1992 TSA. Issues examined were the technical feasibility, content validity, utility of results, who should be assessed, and how results should be reported. The Panel believes that the full potential of the NAEP is not being realized because of funding constraints. Conducting both national and state assessments may be prohibitively expensive, but the Panel recommends that Congress provide adequate funding to allow the continuation of the national assessment while at the same time assessing at least one subject at three grade levels in state assessments. A number of recommendations are made for improvement of both types of assessment. Ten figures and 26 tables present findings. (Contains 63 references.) (SLD)

ED 367 700

TM 021 166

Gratch, Jonathan; And Others

Rational Learning: Finding A Balance between Utility and Efficiency.

SPONS. AGENCY- National Science Foundation, Washington, D.C.

PUB DATE- Jun 92

NOTE- 20p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions)  
(141)

DESCRIPTORS- Computer Assisted Instruction; \*Computer Uses in Education; Costs; \*Efficiency; Learning Strategies; Technological Advancement

IDENTIFIERS- \*COMPOSER System; Machine Learning; \*Rational Learning; Utility Analysis

The field of machine learning has developed a wide array of techniques for improving the effectiveness of performance elements. Ideally, a learning system would adapt its commitments to the demands of a particular learning situation, rather than relying on fixed commitments that impose tradeoffs between the efficiency and utility of a learning technique. This article presents an extension of the COMPOSER learning approach that dynamically adjusts its learning behavior based on the resources available for learning. COMPOSER is a speed-up learning technique that provides a statistical approach to the utility problem. The system identifies a sequence of transformations that, with high probability, increase the Type

school teachers were more likely to stay than secondary school teachers, and teachers who were more satisfied with teaching stayed in teaching longer than those who were less satisfied. Policy implications for teacher supply and teacher education and recommendations for further research are suggested. Three tables and 14 figures are included. (Contains 46 references.) (Author/SLD)

ED 367 721

TM 021 265

Donlon, Thomas F.  
Listening to Test-Takers: The Use of Supplemental Comments in Assessments.

PUB DATE- Apr 94

NOTE- 18p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College Students; Criticism; \*Educational Assessment; Educational Improvement; \*Feedback; \*Grading; Higher Education; Innovation; Responses; \*Student Reaction; Test Construction; Testing; \*Testing Problems

IDENTIFIERS- Reform Efforts; \*Thomas A Edison State College NJ  
Supplemental or peripheral responses by test takers are seldom used by examiners, but in this study a program introduced by Thomas Edison State College (New Jersey) to allow the examined student to provide feedback to the testers and graders was studied. Student comment forms were designed to enable the student to identify problems with the test material or to explain or justify an answer. Results from seven classes indicate that from 11% to 39% of students actually write comments, and that student comments have been widely scattered across the potential domain. The introduction of the comment sheet has therefore not produced a burdensome number of student remarks. Many comments have little value to instructors and simply reflect personal misperceptions. Although the bulk of the comments do not offer major insights, the introduction of the comment sheet has been beneficial to the college's program. Students and testing staff are given greater protection against test-content errors and students near the critical standard have additional opportunity to defend their work and demonstrate competence. Appendix A gives comment-sheet samples, and Appendix B contains a student questionnaire. (Contains 7 references.) (SLD)

ED 367 722

TM 021 267

Crossman, Leslie L.  
Cross-Validation Analysis for the Canonical Case.

PUB DATE- Apr 94

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Correlation; Generalizability Theory; Heuristics; \*Multivariate Analysis; \*Social Science Research; \*Statistical Analysis; Statistical Significance; Test Interpretation

IDENTIFIERS- \*Cross Validation; \*Research Replication

PUB DATE- 93

NOTE- 121p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050), Reports - Descriptive (Program/Project Descriptions) (141)  
DESCRIPTORS- \*Behavior Problems; Elementary Secondary Education; Family Influence; Parenting Skills; \*Prevention; \*Public Schools; School Districts; \*School Policy; \*School Safety; Staff Development; Tables (Data); \*Violence

This publication, resulting from a survey of more than 2,000 school districts, focuses on school violence and ways to prevent it. Section 1 discusses both the problem of school violence and also the critical role that school boards must play in keeping schools safe. This section also includes information about how school boards can develop policies to combat school violence and information on how boards can obtain sample policies to use as models. Section 2 includes brief descriptions of the more than 700 violence prevention programs used by school districts. These prevention tips are organized into 30 categories (e.g., closed campus for lunch, dress code, gun-free school zones, metal detectors, staff development). Each tip includes: (1) a 15-40 word description of the specific program or activity, based on information provided by the school district; (2) whether the school district is located in an urban, suburban, or rural area; and (3) a contact person and telephone number, if one was provided. Section 3 includes basic information on the school districts that participated in the survey. Districts are listed alphabetically by state. Information in this section, all provided by the school districts, includes the school district name, mailing address, and other pertinent information such as district size and type. The third section also serves as an index to section 2, listing the page numbers on which violence prevention measures from that district appear. (GLR)

ED 367 742

UD 029 761

Hyland, Patricia K.; Keaton, Constance J.  
Effects of Self-Monitoring, and Self-Graphing on Students'  
Preparedness: as a Prerequisite for Academics.

PUB DATE- 94

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Academic Achievement; \*Behavior Modification; Behavior Patterns; Disadvantaged Youth; \*Economically Disadvantaged; Grade 6; Junior High Schools; Junior High School Students; \*Student Behavior; Success; \*Teaching Methods; \*Time on Task; \*Urban Schools

IDENTIFIERS- Behavior Alteration Techniques; \*Graphing (Mathematics); \*Self Monitoring

The intent of this study was to reduce the numbers of off-task behaviors of a group of 32 sixth-grade students in an economically disadvantaged, urban, junior high school. The subjects of the study were given the materials (paper, the mathematics book, and pencils) and seated before the tardy bell. Following teacher graphing of each of the behaviors, students monitored their own behaviors for 10 days and received positive reinforcement through stickers. The results of an A-B withdrawal study showed that adolescents' on-task behaviors, in a regular classroom, can be increased with the implementation of self-monitoring and self-graphing. All on-task behaviors but

Elementary Education; \*Elementary School Curriculum; Elementary School Students; Ethnic Groups; Foreign Countries; \*Instructional Materials; Minority Groups; \*Multicultural Education; Racial Bias; \*Science Instruction; Sciences; Teaching Methods; White Students

IDENTIFIERS- \*England

This book brings together a number of perspectives on building a multicultural dimension into science teaching in the United Kingdom. Part 1 gives a variety of practical ideas for use in multi-ethnic and all-white classrooms, heeding the constraints of the National Curriculum. Part 2 examines the underlying rationale for a multicultural approach to science education by looking at policy initiatives from other perspectives and other cultures. Chapters are: (1) "Classroom Ideas for Antiracism through Science in Primary Education" (Barbara Wyvill); (2) "The Multicultural Dimension in the Science of Food" (Chris Hannon); (3) "Teaching Science Multiculturally in All-white Primary Schools" (Jasbir Mann); (4) "Supporting Language Learning through Doing Science" (Clare Townend et al.); (5) "Planning Science Lessons with a Multicultural Dimension" (Alan Peacock); (6) "Collaborating with Teachers To Produce New Materials" (John Meadows); (7) "Science for All? Antiracism, Science, and the Primary School" (Barry Troyna and Steve Farrow); (8) "Questions of Policy: Some Lost Opportunities in the Making of Primary Science" (Mike Watts); (9) "Primary Science and the Clash of Cultures in a Developing Country" (Tony Russell); and (10) "Primary Science Teaching in a Developing Country: The Lesson We Can Learn" (Mwangi K. Githui). (Contains 114 references.) (SLD)

ED 367 763

UD 029 784

Hollins, Etta R., Ed.; And Others

Teaching Diverse Populations: Formulating a Knowledge Base. SUNY Series "The Social Context of Education."

PUB DATE- 94

NOTE- 300p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Collected Works - General (020)

DESCRIPTORS- African Culture; Alaska Natives; American Indians; Blacks; \*Cultural Differences; Educational Change; Educational Practices; Elementary Secondary Education; \*Ethnic Groups; Hispanic Americans; Holistic Approach; \*Knowledge Level; Minority Groups; \*Multicultural Education; School Effectiveness; \*Teacher Education; Teacher Effectiveness; Teaching Methods

IDENTIFIERS- African Americans; Appalachian People; Diversity Concept; Latinos; Native Americans

This book presents current knowledge about teaching culturally diverse populations that are traditionally underserved in U.S. schools. Such ethnic minority populations include African Americans, Appalachians, Native Alaskans, Native Americans, and Latin Americans. Part 1, "Shaping a Vision for the Schooling of Diverse Populations," challenges many contemporary practices in education. Part 2, "Developing a Holistic View of Schooling for Diverse Populations," reviews the literature on the education of these ethnic minority groups. Part 3, "Taking a Closer Look at Schooling for One Sociocultural Group: African Americans," examines the literature and explores implications for this particular group. The following papers are included in the collection: (1) "Cultural Congruence in Instruction" (Kathryn H. Au and Alice J. Kawakami); (2) "The Purpose of Schooling for African American Children: Including Cultural Knowledge" (Joyce

the gifted students, in reading comprehension and comprehension monitoring. The SPELT program tended to produce more positive changes than did the IE program, and SPELT was better received by teachers, parents, and administrators, although both programs were favorably received. Eleven tables and 40 figures present study findings. Twelve appendices include questionnaires, observation forms, anova tables, and teachers' parents' and principals' perceptions of the Cognitive Education project. (Contains 149 references.) (SLD)

ED 367 680

TM 021 123

Veale, James R.

Developing the Research Database for the School-Based Youth Services Program. Administrative Summary.

SPONS. AGENCY- Iowa State Dept. of Education, Des Moines. FINE (First in the Nation in Education) Foundation.

PUB DATE- Dec 93

NOTE- 67p.; Prepared for the FINE Education Research Foundation.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Test,

Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; Attendance; Case Studies; \*Community Services; Criteria; \*Databases; Data Collection; Delivery Systems; Educational Assessment; Extracurricular Activities; \*High Risk Students; High School Graduates; High Schools; High School Students; Information Processing; Intervention; Interviews; Parent Background; Parents; Prevention; Program Evaluation; \*Research Methodology; Surveys; Test Construction; \*Youth Programs

IDENTIFIERS- \*Iowa; \*School Based Youth Services Program IA

The School-based Youth Services Program (SBYSP) provides a one-stop location or center accessible to teens within or close to the public school. It is designed to help at-risk students by coordinating services between the community and the school, with the goal of keeping students in school and helping them gain skills that lead to employment, further education, and a healthy life-style. From its inception, the program has contained a strong assessment and evaluation component, but the database was not fully computerized until 1991-92. This advance has made the SBYSP year-end evaluation and monitoring much easier. How the databases were developed, from the construction of survey instruments through the assessment of student outcomes, is described. Information was obtained from student and customer satisfaction surveys, parent surveys, academic and attendance records, telephone interviews with graduates, four case studies, and focus groups at the project schools. Suggestions are given for improving the usefulness of the data collected and the assessment of program impact. Seven tables and three figures present study findings. Six appendixes contain project synopses and the various survey forms. (Contains 15 references.) (SLD)

I utility of an initial planning system. The approach breaks the task into a learning phase and a utilization phase. This extension to COMPOSER adopts a rational policy that dynamically balances the trade-off between efficiency and utility. Implications for learning systems are discussed. (Contains 24 references.) (SLD)

ED 367 701

TM 021 168

Ng, Gan Che, Ed.; And Others  
International Conference of the Australasian Association of  
Institutional Research (3rd, Auckland, New Zealand, November 25-  
27, 1992). Selected Papers.

PUB DATE- Nov 93

NOTE- 89p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021), Collected Works -  
Serials (022)

DESCRIPTORS- Curriculum Development; Educational Assessment;  
\*Educational Planning; Educational Research; Elementary  
Secondary Education; Equal Education; Foreign Countries;  
Futures (of Society); Information Services; \*Institutional  
Research; Measurement Techniques; \*Outcomes of Education;  
School Business Relationship

IDENTIFIERS- Australasia; \*Australasian Association Institutional  
Research; Infrastructure; Total Quality Management

Eight papers presented at the Third International Conference of  
the Australasian Association of Institutional Research (AAIR)  
are published in this journal issue. They represent the  
diversity and richness of the field of Planning in the Public  
Sector" (Jack Smith); (2) "Futures Planning for Tertiary  
Education: Curricula for the 21st Century: The Student and the  
Problem" (Graham J. Logan); (3) "An Infra-Structure for the  
Provision of Campus Information Services" (J. Dockerill); (4)  
"Educational Pathways in a Multi-Sectoral Institution:  
Challenges and Strategies for the Future" (Gan Che Ng and  
others); (5) "Quality of Student Outcomes: Concepts and Issues  
of Measurement" (Gan Che Ng and others); (6) "Integrating Total  
Quality Management into Review of Educational Institutions" (K.  
K. Navaratnam and Rory O'Connor); (7) "RPL Building Equity into  
the Assessment Model" (Mary Jones and others); (8) "A Potpourri  
of Institutional Research Issues in a Planning Environment"  
(Jim Tognolini and Robert McCormack). (SLD)

The present paper suggests that multivariate techniques are very important in social science research, and that canonical correlation analysis may be particularly useful. The logic of canonical analysis is explained and discussed. The necessity of using replicability/generalizability analyses is argued. It is suggested that cross-validation procedures should be used to examine the replicability of results obtained by canonical analyses and should be implemented to augment interpretation. These analyses are illustrated using a small heuristic data set. (An appendix gives the Statistical Package for the Social Sciences commands for canonical correlation.) Two tables are included. (Contains 21 references.) (Author)

ED 367 723

TM 021 459

Boshuizen, Henny P. A.; And Others  
Cognitive Effects of the Clerkship Program in High and Low  
Achieving Medical Students.

SPONS. AGENCY- Spencer Foundation, Chicago, Ill.

PUB DATE- Apr 94

NOTE- 15p.; Paper presented at the Annual Meeting of the American  
Educational Research Association (New Orleans, LA, April 4-8,  
1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143), Speeches, Conference  
Papers, "Papers Presented at..." (150)

DESCRIPTORS- Clinical Diagnosis; \*Clinical Experience; \*Cognitive  
Processes; Cognitive Structures; Competence; Foreign Countries;  
\*High Achievement; Higher Education; \*Knowledge Level; \*Low  
Achievement; Medical Education; Medical Students

IDENTIFIERS- Accuracy; \*Expertise; \*Knowledge Restructuring;  
Netherlands

The cognitive processes that underlie a medical student's improved competence during the clerkship (clinical experience) portion of medical education were studied for high- and low-achieving medical students in the Netherlands. Nine low-achieving and 21 high-achieving fourth-year students and 10 low-achieving and 14 high-achieving fifth-year students diagnosed two clinical cases from written descriptions. Students were retested the following year. Analyses suggest that the increased expertise associated with advanced study that had been found in earlier studies are not so much induced by differences in factual knowledge, but rather by qualitative changes in the knowledge base, probably as a result of practical experience. Achievement level appears to have no effect on the structure measures investigated in this study. There is no indication that high and low achievers develop differently or at a different pace. Accuracy of diagnosis and explanations given by students tend to correlate with achievement level, but effects are less strong than those of experience. One table and two figures present study findings. (Contains 7 references.) (SLD)



one improved. Results indicated that on-task behaviors can be improved and effectively faded with self-monitoring and self-graphing. Two graphs illustrate findings. (Contains 9 references.) (SLD)

ED 367 743

UD 029 762

Hagopian, Elaine C.

Cultural Pluralism, Multi-cultural Education, and Then What?

PUB DATE- Feb 94

NOTE- 18p.; Paper presented at the Annual Meeting of the National Association for Multi-Cultural Education (Detroit, MI, February 9-14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- \*Access to Education; Advantaged; Cultural Awareness; \*Cultural Pluralism; Democracy; Disadvantaged; Educational Change; Elementary Secondary Education; \*Equal Education; Futures (of Society); \*Multicultural Education; Political Influences; Power Structure; \*Racial Differences; Social Bias; \*Social Class; Social Discrimination; Social Problems

This sociological perspective on multicultural education focuses on racial and cultural groups, but accents class and power correlates. The results of the civil rights movement took the nation to visions of integration, and when these faltered, to the recognition of diversity in the form of cultural pluralism, which nonetheless implies structural integration. Cultural pluralism as the focus of a solution for the problem of inequality has diverted attention from the need for structural change and access. In addition, cultural pluralism as a policy has encouraged multicultural education as a kind of cure-all for society's tensions and has served as a proof of commitment to democracy. At its best, multicultural education may create greater awareness and appreciation for people from all backgrounds, but it cannot effect the real changes needed to provide a just society. Nevertheless, if done correctly, it will have a more beneficial impact on education than did the previous focus on cultural pluralism alone. Multicultural education is the right thing to do, but it is only part of the enormous effort needed to achieve real equality. (Contains 5 references.) (SLD)

ED 367 744

UD 029 763

Tarrow, Norma; Sutter, Richard

An Innovative International Program for the Preparation of Bilingual-Crosscultural Teachers.

PUB DATE- Feb 94

NOTE- 8p.; Paper presented at the Annual Meeting of the National Association for Multicultural Education (Detroit, MI, February 9-14, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Bilingual Education; Bilingual Education Programs; \*Bilingual Teachers; \*Cross Cultural Studies; Cross Cultural Training; Cultural Awareness; Foreign Countries; Higher Education; Immersion Programs; International Studies; \*Mexican American Education; Mexicans; Professional Development; Second

E. King); (3) "Teaching for Change in Appalachia" (Rebecca Eller-Powell); (4) "Culturally Responsible Pedagogy in Action: An American Indian Magnet School" (Cornel D. Pewewardy); (5) "Attributes of Effective Schools for Language Minority Students" (Eugene E. Garcia); (6) "Teaching and Learning in Puerto Rican/Latino Collaboratives: Implications for Teacher Education" (Maria E. Torres-Guzman et al.); (7) "Who Will Teach Our Children: Preparing Teachers To Successfully Teach African American Students" (Gloria Ladson-Billings); (8) "Benchmarks in Meeting the Challenges of Effective Schooling for African American Youngsters" (Etta R. Hollins et al.); (9) "Understanding the African American Learner" (Barbara J. Shade); (10) "New and Prevailing Misconceptions of African American English for Logic and Mathematics" (John Baugh); (11) "Ethnic Identity as a Variable in the Learning Equation" (Curtis W. Branch); (12) "Effective Black Teachers: A Literature Review" (Michele Foster); and (13) "Afro-cultural Expression and Its Implications for Schooling" (A. Wade Boykin). (Contains 256 references.) (SLD)

ED 367 764

UD 029 785

Gillborn, David

"Race," Ethnicity and Education: Teaching and Learning in Multi-Ethnic Schools. Key Issues in Education.

PUB DATE- 90

NOTE- 257p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010), Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Academic Achievement; Access to Education; Black Students; Classroom Techniques; Curriculum; Discipline; \*Educational Change; Educational Practices; Elementary Secondary Education; Equal Education; \*Ethnicity; Foreign Countries; \*Multicultural Education; \*Racial Differences; Teacher Attitudes; Teacher Expectations of Students; \*Urban Schools

IDENTIFIERS- Asians; \*National Curriculum; \*Reform Efforts

This book provides a critical introduction to current issues and major research findings related to race, ethnicity, and education following the educational reforms of the 1980s in the United Kingdom. In the general introduction, the key concepts are explored, and the City Road School, the multi-ethnic inner-city school which is the subject of this book, is described. The first part of the book focuses on the experiences of Afro-Caribbean and Asian pupils in schools dominated by the perspectives of white teachers. Emphasis is placed on the teachers' expectations concerning discipline, ability, and attitude. Responses of students are discussed using a variety of data including interview material and classroom observation. The second part of the book centers on areas of particular interest, such as equality of opportunity, academic achievement, language use, and changes in curriculum content and educational practices. Possible consequences of the British National Curriculum are reviewed. Ten tables and one figure present study findings. (SLD)

ED 367 765

UD 029 786

Troyna, Barry; Hatcher, Richard

Racism in Children's Lives: A Study of Mainly-White Primary Schools.

PUB DATE- 92

NOTE- 226p.

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